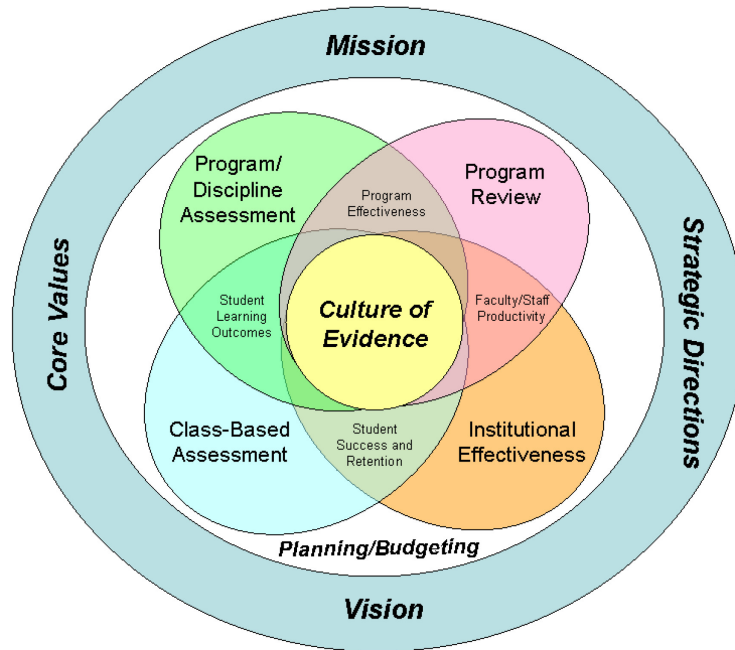*Figure A.2.1: Framework for Assessment within Lane Strategic Plan*

Recommendation Two: Assessment and Program Improvement

The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process. (Policy 2.2)

> *—NWCCU Comprehensive Evaluation, Lane Community College, October 6-8, 2004*

Lane faculty members have a strong history using class-based assessments to improve curriculum in individual courses, and the College has long researched institutional effectiveness benchmarks and used that evidence, to gauge mission achievement, and to decide upon strategic directions. The 2004 NWCCU Comprehensive Evaluation noted inconsistencies, however, in Lane's approach to assessing program outcomes, as well as inconsistent use of the assessment process to improve programs. Following Lane's 2007 Focused Interim Report, the Commission made no recommendations and in fact commended Lane's assessment progress:

1. *The institution is commended for aggressively responding to the recommendation of the 2004 accreditation report to ensure that the outcomes assessment process was consistently applied across campus. Faculty and staff have been fully engaged in the process.*

2. *The institution is commended for successfully implementing a "cultural shift" across campus regarding the assessment process. This approach has not only engaged the instructional programs but the student services area as well.*

Recommendation Two

3. *The institution is commended for establishing an effective approach to map the identified general education core abilities with the various disciplines and instructional programs across campus.* [6]

Lane's current framework for assessing learning continues to include these four key types of assessment data to evaluate the educational program: class-based assessment, program/discipline assessment, program review, and institutional effectiveness.

Each type of assessment is conducted within the context of the college mission, vision, core values, strategic directions, and budget process, represented as layers of a Venn diagram in Figure A.2.1. With relative strengths in class-based assessment and institutional effectiveness, Lane has continued to focus on consistent college processes, both in reporting assessment of learning outcomes within applied programs and transfer disciplines, and also in improving programs and courses at the departmental level as a result of assessment.

> *Since 2004, Lane has developed procedures to regularly and continuously assess its educational programs and use the results of assessment to improve teaching and learning*

This section of the interim report describes Lane's progress developing continuous improvement cycles, including:

1. assessments focused on student learning outcomes of transfer programs and disciplines, career technical programs, and course sequences key to student success

2. improvements in programs dictated by the assessment of student learning to "close the loop"

3. program review that integrates resource allocations for program improvement

1. Student Learning Outcomes Assessment of Programs/Disciplines

Lane's mission to provide "affordable, quality, lifelong educational opportunities" includes career technical programs, lower division college transfer programs, and foundational academic, language and life skills development. Consistent with its mission as a comprehensive community college, Lane awards four transfer degrees: Associate of Arts: Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science (AS), a new Associate of Science: Oregon Transfer-Business (ASOT-Bus) degree; the statewide Oregon Transfer Module; 40 applied degrees (AAS), and 24 one- and two-year applied certificates of completion. The College uses an annual unit planning process to review evidence and data to plan for program improvements.

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[6] *Dr. Gary Wixom, "A Focused Interim Evaluation, Lane Community College, April 30, 2007," Northwest Commission on Colleges and Universities.*

Recommendation Two

Since 2005, Lane's Student Learning Outcomes Assessment Plan has defined an assessment cycle for planning and reporting student learning outcomes in career technical degrees and certificates, general education in transfer degrees, developmental studies, and course sequences key to student success, such as the required writing sequence and prerequisite requirements for health career programs. Lane publishes learning outcomes for college-wide general education core abilities and all career technical programs in the catalog.

Lane's Assessment Planning Guide for programs and disciplines (developed in 2005 and substantially revised in 2008) recommends both direct and indirect measures for each outcome. The Assessment Plan Rubric lists these examples of direct and indirect assessments of program outcomes:

- *Direct assessments of learning include licensure exams, common finals or embedded questions (for multiple-section courses), capstone courses, third party exams, juried performances, or other cumulative records of performance.*
- *Indirect assessments include employer evaluations of cooperative education students, student self-evaluations, or proxy measures such as retention and success in subsequent courses.*

Lane's Assessment Team (A-Team) provides continuity and leadership on assessment processes and issues, including assessment planning, implementation, and reporting, and faculty have a central role in planning and evaluating the educational programs through unit planning and standing committees of the College.

Lane has clear expectations regarding achievements of its students, and reliable procedures are used to assess student achievement of those expectations, as illustrated by published program outcomes, as well as discipline and program assessment highlights summarized in Appendix A.2.4.

General Education Pilot Assessment

While Lane has traditionally had strong career technical program assessments, outcomes assessments in transfer disciplines serving general education requirements have been more problematic.[7] Transfer associates' degrees in Oregon include general education and electives, but not majors, so the difficulty has been defining outcomes of transfer degrees. A key breakthrough came in 2007 when the A-Team conceptualized general education core abilities as the program to be assessed in transfer degrees, rather than individual disciplines. Lane publishes the following college-wide learning outcomes of general education core abilities.

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[7] *See posted reports, http://www.lanecc.edu/assessment/plansreports.html*

Recommendation Two

Students completing general education will:

1. *Communicate effectively*

2. *Think critically and solve problems effectively*

3. *Increase understanding of the relationship between self and community, including self-awareness and personal responsibility*

4. *Explore academic disciplines of liberal arts, social sciences, and physical sciences*

The College thus began an innovative assessment of general education outcomes in spring 2008, with an initial report on the core ability, "think critically and solve problems" due during fall 2009, and the second core ability, "communicate effectively" in spring 2010. Briefly summarized, this effort uses assignments from coursework of entering and exiting students, giving a "value added" institutional snapshot of students' achievement of core abilities. Participating faculty have engaged enthusiastically, developing common rubrics to evaluate core abilities across disciplines. Rubrics,[8] assignment criteria,[9] and preliminary reports from these pilot projects will be disseminated and discussed with discipline area faculty during academic year 2009-10 to identify targets for improvement to "close the loop."

> *Participating faculty have engaged enthusiastically, developing common rubrics to evaluate each of the core abilities across disciplines.*

In the past five years, individual transfer disciplines and divisions have also begun the extraordinary work of conducting assessments of the general education requirements in transfer degrees and key course sequences. This important faculty work illustrates a truism that the best assessment projects require time, dedication and resources. Divisional assessment work is briefly described in Appendix A.2.4.

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[8] *See appendices A.2.1: Critical Thinking /Problem Solving Assessment Rubric, June 2009 and A.2.2: "Communicate Effectively" Assessment Rubric, May 2009.*
[9] *See Appendix A.2.3: Institutional Assessment of General Education Outcomes.*

2. Implementing Improvements to "Close the Loop"

Program and discipline reports of improvements related to this assessment and planning cycle
(2007 Summaries and 2009 Summaries) show that
Lane's assessment activities lead to specific
improvements in teaching and learning. The division
level assessment summarized in Appendix A.2.4
illustrates the deliberate and intentional nature of
how Lane has made "improvements in the programs
as dictated by the assessment process."

> ***Closing the Loop***
>
> ***Lane's Assessment Planning
> Guide also provides a
> reporting mechanism for
> curriculum revisions that
> "close the loop"***

3. Program Planning and Resource Integration

Since 2004 Lane has increased effective use of unit plans to make decisions about resources for
program improvements, to integrate educational program assessment recommendations into
overall planning and evaluation planning, with a focus on student success and sustainability.
Initiatives proposed by departments through unit planning are reviewed for funding by three
committees (Curriculum Development Funding Committee, Carl Perkins Committee, and Tech
Fee Committee) and forwarded to the Office of Academic and Student Affairs for allocation.
Funding decisions are posted online after departments are informed of funding awards. Unit
planning thus presents the primary mechanism for reporting program data to inform funding
decisions.

On a three-year cycle the Career Technical Education Coordinating Committee (CTECC) also
conducts reviews of each Lane program leading to an applied degree or certificate.[10] These
reviews focus on the relationship of the advisory committees to the program being reviewed, and
have resulted in helpful feedback to program coordinators and advisory committee chairs, as
noted in multiple program summaries.

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[10] *CTECC minutes are available in the Section A Evidence Binder.*

Appendix A.2.1: Critical Thinking/Problem Solving Assessment Rubric, June 2009

Dimension Assessed	Exemplary	Proficient	Marginal	Unacceptable
	6	5 4	3 2	1
1. Identify the Challenge • Can the student identify and define critical challenges and/or key issues?	• Critical challenges and key issues clearly identified • Precise language used to clearly articulate issues • Definition extended with clarifying examples or comparisons	• Issues identified. • Definition of challenge presented. • Definition may be descriptive without stipulating precise conditions or criteria	• Some description of issues may be included but rudimentary, not articulated clearly	• Challenges/key issues either not named or defined
2. Multi-dimensional Approach • Does the student integrate knowledge or other relevant points of view of the issue or problem?	• Demonstrates and implements multiple analytical approaches to a given challenge and describes how various perspectives were used in addressing the problem or challenge.	• Recognizes and identifies more than one approach and/or perspective to a given challenge	• May fail to adequately implement additional approaches or describe how they were useful	• Position or hypothesis is grounded in a singular, often personal, perspective
3. Context • Does the student reflect knowledge of the context (e.g., historical, social political, cultural, theoretical, applied)?	• Identifies personal bias and context for personal perspectives. • Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate.	• Demonstrates some recognition of context and complexity of issues.	• Recognizes the context of one's own personal perspectives	• Analysis is grounded in absolutes with limited consideration of the context or complexity of issues. • May be narrowly personalized.

Dimension Assessed	Exemplary	Proficient	Marginal	Unacceptable
	6	5 4	3 2	1
4. **Data/Evidence** • Does the student use supporting evidence, data, and specific details in appropriate ways?	• Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense). • Distinguishes patterns or relationships in the data/evidence • Or, critically analyzes, synthesizes and evaluates various forms and genres of information.	• Identifies and acknowledges specific data/evidence • Demonstrates some ability to interpret data critically	• Recognizes various forms of information, but has difficulty synthesizing and establishing meaning from data.	• Data/Evidence or sources are simplistic and/or inappropriate. • Inconsistent and/or inaccurate testing and/or use of data/evidence.
5. **Reasoning** • Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge?	• Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence. • Counter-arguments answered • Challenge or problem solved with sophisticated reasoning	• Conclusions supported by adequate evidence or examples. • Use of "If…then…because" or other appropriate reasoning structures • Counter-arguments presented but may not be answered. • Challenge or problems solved with systematic process.	• Conclusion is simplistic and presented as absolute. • Challenge or problem may be described without a solution or systematic procedures to resolve it.	• Conclusions absent or too broad. • May be derived from minimal specifics or supported by little evidence or few examples. • Challenge or problem may be described without solution or systematic procedures to resolve it
6. **Inferences, Implications, and Consequences** • Can the student reflect, relate, and extend conclusions? • Can the student create something new or original?	• Identifies and extends implications, consequences, and inferences in a reflective manner • May generate new solutions, creative products or new questions which demonstrate reflection.	• Occasionally identifies implications or consequences or makes a few inferences. • Inconsistently integrates and interprets information in new ways.	• Only minimal implications, consequences or inferences are drawn.	• Incorrect implications, consequences or inferences are drawn.

Appendix A.2.2: "Communicate Effectively" Assessment Rubric, May 2009

Criteria	4 Exemplary	3 Proficient	2 Marginal	1 Unacceptable
1 Organization, Structure	The message • Is logically and fully developed consistent with the constraints of the audience and the intent of the message; • Is purposeful and coherent.	The message • contains elements of logical development • contains clear transitions • has a recognizable flow of ideas.	The message • lacks a logical organization • is sometimes disjointed and/or awkward.	The message • has no discernible organizational structure • contains random, unconnected elements.
2 Support, Evidence	The message • is well-developed with varied and appropriate supports: • such as examples, illustrations, details, • such as documentation, citations, empirical evidence, outside sources, etc., attributing sources as appropriate. (see note below)	The message • is developed with appropriate though limited support, • generally attributes sources as appropriate.	The message • includes weak and/or inappropriate support. • Sources are inconsistently attributed.	The message • lacks evidence • and/or fails to attribute sources.
3 Content	The message • is engaging. • provides significant insight, or new information, or a useful perspective from the work. (see notes below)	The message • is clear, accurate, and appropriate. • provides insight, or enough information to make an informed decision.	The message • is somewhat inaccurate or unclear. • provides little insight or information.	The message • is distorted or contains misinformation. • confuses or misleads.
4 Technique	The message • is free of technical errors and/or errors of convention relevant to the specific medium or genre. • Technique is used in a sophisticated, or creative, or nuanced manner.	The message • is generally free of technical errors or errors of convention relevant to the specific medium or genre. • errors do not interfere with meaning.	Repeated technical errors or errors of convention interfere with the audience's ability to understand the intended meaning.	Technical errors or errors of convention make it impossible for the audience to understand the intended meaning.

Appendices

Criteria	4 **Exemplary**	3 **Proficient**	2 **Marginal**	1 **Unacceptable**
5 **Presentation**	The style and tone of the message enhances its effectiveness; the message has discernible style and elegance.	The style and tone of the message supports its effectiveness.	The style and tone of the message supports effectiveness in some aspects and undermines it in others.	The style and tone of the message undermines its effectiveness.
6 **Purpose or Effect**	The overall purpose or effect of the message is easily understood and clearly conveyed (may require subtlety and nuance in some disciplines).	The overall purpose or effect of the message can be discerned with some effort.	The purpose or effect of the message is vague or unclear.	The purpose or effect of the message is not at all apparent or is missing.
NOTES: If a score falls between categories, give the lower score. Not all artifacts may include citation/attribution of source material "Audience" generally refers to the scorers using the rubric, but may also include original audience members in the case of a presentation, performance or speech.				

Appendix A.2.3: Institutional Assessment of General Education Outcomes

Critical Thinking/Problem Solving

Lane's assessment team needs the help of faculty who teach general education classes. Specifically, we need copies of student work on assignments that foster critical thinking / problem solving skill development. Criteria defining elements of critical thinking assignments and related cognitive skills are on the reverse side of this description. We are continuing a pilot project begun last spring to assess critical thinking and problem solving skills across disciplines. We are using artifacts of student learning that are routine assignments in existing courses in six divisions: LLC, Social Science, Science, Math, Arts, and Cooperative Education. This general education assessment effort assumes that critical thinking skills are developed over the course of a student's curriculum at Lane. By examining entry level and exit level artifacts of student learning, we expect to learn to what extent student skills in critical thinking and problem solving are developed at Lane.

- Faculty are invited (not required) to submit artifacts.
- Results of the assessment will not be used for faculty evaluation.
- Results will not be reported by CRN or by L#, but at the institutional level.
- Reports of results will occur in Fall term following the assessment year.
- Faculty will have opportunities to discuss overall (institutional) results of the assessment, but discipline level results will not be a product of this assessment.

Artifacts submitted should meet the following criteria:

- Artifact size: one page minimum, no more than three pages if a written artifact; If a video, three to five minutes; if a physical artifact (sculpture, painting, etc.) the artifact must be easily accessible to the evaluation team.
- Assignment as given to students must accompany artifact.
- Assignment should meet all four content criteria sections listed on reverse side.

Assurances to Students:

- Students participate anonymously.
- Submitted artifacts will be recorded by L number only for purposes of sorting entry level and exit level students (IRAP will conduct the sort).
- Submitted artifacts will be reviewed by faculty and deans outside the area of study.
- This assessment is independent of the student's grade, which will be awarded by the class instructor.
- Paper copies of student artifacts will be destroyed at the end of the assessment cycle to protect anonymity of students; other artifacts will be returned to the class instructor during finals week of the term they are submitted.

Process for faculty submitting artifacts:

- Provide copies of artifacts with L#s, but without grades or comments. (Division deans may have resources to help provide copies and return originals to faculty.)
- Submit class sets to IRAP.
- Participating faculty are welcome to join in scoring sessions during spring term.

Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

Critical Thinking/Problem Solving Draft Assignment Criteria - Fall 2008

The assignment requires the student to demonstrate at least one cognitive skill for each of the four sections below:

Section 1. **Identify the challenge presented or the problem to be solved.**
The student's response to the assignment should do at least *one* of the following:

- demonstrate a clear understanding of the assignment's purpose
- clearly identify the challenge or problem
- accurately identify core issues
- appreciate the depth and breadth of the challenge or problem

Section 2. **Analyze, review, organize, contextualize, and/or collect information about the challenge or problem.**
The student's response to the assignment should do at least *one* of the following:

- understand/explore/consider multiple perspectives
- identify and evaluate relevant significant points of view
- examine relevant points of view fairly, empathetically
- gather sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc.
- include information that opposes as well as supports the argued position
- identify and accurately explain/use relevant key concepts
- accurately identify assumptions (things taken for granted)
- make assumptions that are consistent, reasonable, and valid

Section 3. **Develop possible solutions to the challenge or problem.**
The student's response to the assignment should do at least *one* of the following:

- distinguish between information and inferences drawn from that information
- Propose solutions, develop hypotheses, or develop a thesis
- follow where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions
- make deep rather than superficial inferences
- make inferences that are consistent with each other

Section 4. **Analyze, evaluate, and/or apply selected solutions to the challenge or problem.**
The student's response to the assignment should do at least *one* of the following:

- identify the most significant implications and consequences of the reasoning (whether positive and/or negative)
- distinguish probable from improbable implications
- evaluate own performance and present solutions using effective organization, format, and/or structure

Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

Institutional assessment of general education outcomes: Communicating Effectively

Lane's assessment team needs the help of faculty who teach general education classes. Specifically, we need copies of student work on assignments that have an objective of *communicating effectively*. Criteria for this specific objective are listed on the reverse side of this form.

We are continuing a pilot project of evaluating LCC core learning outcomes begun last spring. We are using artifacts of student learning that are routine assignments in existing courses in six divisions: LLC, Social Science, Science, Math, Arts, and Cooperative Education. This general education assessment effort assumes that *communicating effectively* is an objective in a majority of these areas. By examining entry level and exit level artifacts of student learning, we expect to learn to what extent student skills in communicating effectively are developed at Lane.

Assurances to faculty:
- Faculty are invited (not required) to submit artifacts.
- Results of the assessment will not be used for faculty evaluation.
- Results will not be reported by CRN or by L#, but at the institutional level.
- Reports of results will occur in fall term following the assessment year.
- Faculty will have opportunities to discuss overall (institutional) results of the assessment, but discipline level results will not be a product of this assessment.

Artifacts submitted should meet the following criteria:
- Artifact size: one page minimum, no more than three pages if a written artifact; If a video, three to five minutes; if a physical artifact (sculpture, painting, etc.) the artifact must be easily accessible to the evaluation team.
- Assignment as given to students must accompany artifact.
- Assignment should at least one aspect of the four content criteria sections listed on reverse side.
- Main objectives and relevant vocabulary should be listed on assignment sheet, or be included with artifacts.

Assurances to students:
- Students participate anonymously.
- Submitted artifacts will be recorded by L number only for purposes of sorting entry level and exit level students (IRAP will conduct the sort).
- Submitted artifacts will be reviewed by faculty and deans outside the area of study.
- This assessment is independent of the student's grade, which will be awarded by the class instructor.
- Paper copies of student artifacts will be destroyed at the end of the assessment cycle to protect anonymity of students; other artifacts will be returned to the class instructor during finals week of the term they are submitted.

Process for faculty submitting artifacts:
- Provide copies of artifacts with L#s, but without grades or comments. (Division deans may have resources to help provide copies and return originals to faculty.)
- Submit class sets to IRAP.
- Participating faculty are welcome to join in scoring sessions during spring term.

Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

General Education Assessment

Communicating Effectively
Draft Assignment Criteria - spring 2009

The assignment requires the student to demonstrate at least one cognitive skill for each of the four sections below. Specific objectives and relevant vocabulary should be listed on assignment sheet, or included with artifacts.

Section 5. **Organization and support.**
   The assignment should include as an objective or learning outcome at least *one* of the following:

- Develop a clear organizational structure
- Include the use of appropriate support material, such as illustrations, documentation, attributing sources, citations, etc.

Section 6. **Content and technique.**
   The assignment should include as an objective or learning outcome at least *one* of the following:

- The message or content considers the role of audience
- The message or content uses appropriate technical development relative to the format, genre or discipline.
- The message or content creates a hypothesis, narrative, or other meaning through the use of technique relative to the format, genre or discipline.

Section 7. **Presentation and style.**
   The assignment should include as an objective or learning outcome at least *one* of the following:

- Propose solutions, develop hypotheses, or develop a thesis relevant to the format, genre or discipline.
- The presentation is appropriate and relevant to the format, genre or discipline.
- The style and/or tone of the message or content supports its effectiveness.

Section 8. **Purpose.**
   The assignment should include as an objective or learning outcome at least *one* of the following:

- The purpose of the message or content is clear.

Appendices

Appendix A.2.4: Division Assessment Work

Language, Literature and Communication

This division provides general education courses in written composition, literature, speech, and languages. The composition program conducted All-Faculty Writing surveys and student surveys in 2006 and 2007 to better understand expectations for student writing. The composition coordinator has also led efforts to query writing students on their satisfaction with their courses, alignment of courses with outcomes, and scheduling of writing courses. This information has been used in ongoing curriculum discussions among faculty.

For 2008-09, faculty reviewed a blind collection of student essays for an assessment project on scoring and norming the values assigned to writing samples based on criteria representing the student learning outcomes for Writing 121: English Composition-Exposition and Introduction to Argument (WR 121). Because the composition faculty uses a diverse set of textbooks—and a few rely exclusively on handouts and other materials—the student learning outcomes are achieved through multiple support materials as well as through different modalities. The composition faculty rated two of thirty-five essays similarly across all eight criteria; most were rated similarly across some, and dissimilarly across other criteria. In discussions some faculty saw the task as rating the essay against outcomes, others saw the task as akin to grading a student paper; the assignments turned in represented a range of different writing purposes/types and so were difficult to norm. Also, the lack of hierarchy in the rubric was problematic to some of the faculty evaluators.

The written composition program has also adopted consistent course outcomes, and a common outcome has been incorporated on all approved outlines for 100-level literature courses: "Students will be able to distinguish between connotation and denotation and demonstrate how the connotative language helps shape major points of the piece (poem, story, play)." In addition to ongoing work by English faculty, other work across the campus provides information to the writing program. One example is the data collected by Success and Goal Attainment (SAGA) on the high level of success of students who take WR 121 within their first two terms of enrollment, compared with those who take their writing courses at other times in their studies.

By 2004, the Speech Communication Department had objectives in place for every course, and was focusing on assessing two high-enrollment courses that many students take to fulfill general education requirements in communication: Speech 100: Basic Communication, and SP 111: Public Speaking. They developed a pre-post test, with initial results showed a small post-gain, and faculty discussed ways to modify curriculum and teaching in order to increase student achievement on the outcomes. Speech faculty members have more recently focused again on SP 100. Faculty have mapped course outcomes to Lane's core ability of communication, identified targeted behaviors and developed a written pretest, developed criteria and a standard measurement scale of oral outcomes for critique instruments, developed a standard post-test or embedded questions for finals, and established guidelines for monitoring, administering, and disseminating assessment results.

Language faculty are piloting the use of a commercial test to assess outcomes. In Spring 2009, both Spanish and French Departments worked with Avant Assessment to administer a nationally-normed standardized language test to students at the end of first and second year studies. The outcomes of the standardized testing are of great interest to the Spanish and French Departments. The individual student test results were provided to students and the department in mid-June this year. The review, aggregation, and analysis of the scores will be undertaken in Fall, 2009, when faculty return and the assessment work is once again underway. The results, properly analyzed, will allow the two programs the opportunity to review students' progress in relation to national norms and provide material for discussion of ongoing work around curriculum development.

> *The Communications faculty has adopted Guidelines for Assessment from the National Communication Association to assess knowledge, affect and performance.*

Mathematics

Mathematics faculty developed assessment plans and instruments for core abilities in mathematics by Spring 2006. They administered at least four common questions on final exams in Math 111: College Algebra, in at least 50% of the course sections and kept data on student success in meeting college level math outcomes. On the Spring 2006 common final exam questions, which focused on problem solving, the average score was only 59%. In response to this data, faculty created a Math 199: an experimental College Algebra Workshop, course linked to Math 111. Goals included helping students be more successful in Math 111 and beyond, and helping students fulfill the "think critically and solve problems effectively" core outcome for general education. When the combined retention rate of the new course was 78% and the success rate was 71%, the committee decided supplemental instruction should be a regular offering. The faculty will be seeking course approval through the Oregon State Math Chairs (for courses 100-level and above) and Lane's curriculum committee. The Math Division will continue to solicit student feedback and monitor completion and success rates for this course and for MTH 111.

Health

Faculty drafted common course objectives for the discipline in 2006 and 2007. Students completing health courses will:

- Utilize critical thinking skills in relation to physical, psychological, emotional, intellectual, environmental, occupational and spiritual health.

- Increase understanding of the underlying reasons for personal behaviors and how they contribute positively or negatively to individual and community health.

- Demonstrate knowledge and application of preventive health practices (the "precautionary principle") for the improvement of self and community.

- Increase use of health promotion strategies to attain self-actualization.

- Ability to use technology to obtain both accurate and varied information about social, political and global issues related to one's health.

- Ability to understand diverse perspectives and the socialization processes that lead to differences in health equity and outcomes.

Appendices

Understanding of the connection between human health and the health of our planet's ecological systems.

The Health faculty administered multiple indirect assessments of these outcomes, analyzed the results, and made improvements in the curriculum, including standardized course outcomes, increased online activities, development of more hands-on activities, implementation of the Quality Matters Rubric, incorporating sustainability and literacy concepts as appropriate, and renewing course offerings in Holistic Health and Consumer Health.
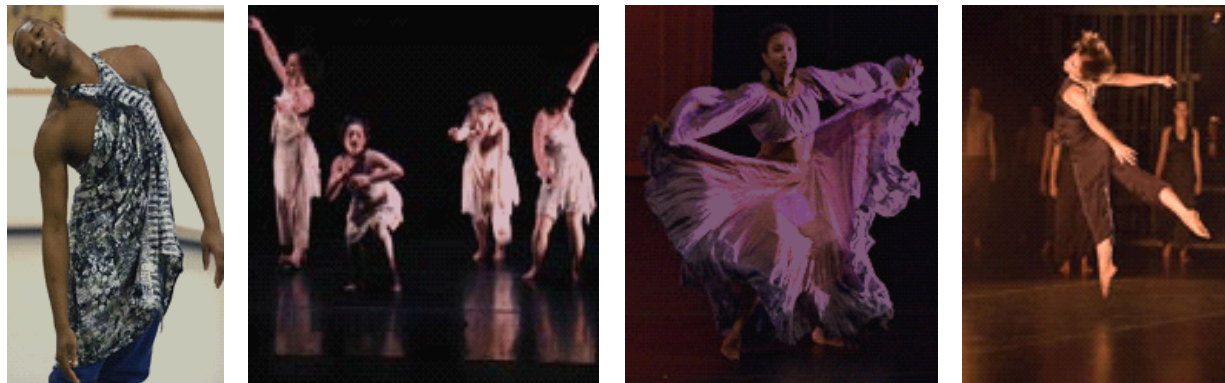

Figure A.2.1. Dance students give public performances that demonstrate their achievements.

The Arts

Performing and fine arts faculty have developed course objectives to support Lane's core abilities to communicate effectively and think critically. In addition, faculty developed discipline outcomes and mapped these outcomes to courses, with methods and criteria to assess outcomes, performance criteria, and identified responsible assessors. The Arts Division responded to indirect assessments of student needs to negotiate requirements and complete their studies for careers in the arts. Faculty "closed the loop" by developing a one-credit "Arts Success" course in which multiple instructors teach different facets of the curriculum each week.

In 2008 and 2009 Arts Division faculty advanced their assessment model by working with the college assessment team (A-Team) to help develop measurement standards, techniques and models to assess ways critical thinking and learning advances are facilitated in the arts curriculum. During 2010 the Arts Division will work to use the critical thinking and communications rubrics to incorporate this new model into divisional assessment practices.

Social Science

The Social Science Division surveyed faculty on core abilities in 2006. Faculty developed an assessment plan and instruments for core abilities in social science, tying discipline level assessment to critical thinking, communication core competencies in the AAOT, and integrating course materials into individual experiences and perspectives. Faculty from Psychology, Geography, History, Philosophy and Religion worked to design course-level outcomes, assessment rubrics and/or student surveys to begin evaluating student outcomes in social science.

Appendices

Members of the division assessment team have joined with faculty in other transfer divisions to focus on tools and processes that can be applied more broadly to transfer general education courses. A comparison of students' work early in the transfer curriculum with those further along in their careers should give evidence of whether their experiences at Lane produce "value added" skills.

Science

As part of Science program review processes, discipline faculty and support staff analyze enrollment and retention trends, facilities and equipment needs, discipline-specific pedagogical best practices, and, employment trends and emerging industries. All these factors are weighed in decisions to revise curricula, offer new courses and programs, change delivery methods, set or remove prerequisites, enhance student engagement, and improve the myriad of other factors that affect the learning environments provided for students.

In 2004-2005, faculty in each Science transfer discipline developed learning outcomes for their areas. This was a first step toward systematic assessment of student learning outcomes in sequences of courses. Faculty assess student learning outcomes using a wide variety of methods, including written and practical exams, student projects (individual and group), portfolios (often combined with rubrics for grading), papers, presentations, and formal and informal classroom assessment techniques. Despite the development of broad student learning outcomes and the consistent use of detailed outcomes (objectives) in most science classes, few discipline areas have developed formal, systematic program-level assessment of student learning outcomes yet.

Cooperative Education

The Cooperative Education faculty has converted years of hard-copy data on student performance in cooperative education placements to a database. The existing Supervisor Evaluation of Student (SES) forms were in hard copy, filed by student name, so the data entry project begun in 2006/07 made possible aggregation of student assessments, and analysis by program of general education outcomes. This rich source of information about student performance can be distributed and analyzed for purposes of continuous program improvement.

At the conclusion of the initial research study the SES was revised to better align with the College's Core Abilities. New evaluation items were added including: 1) Reading, writing and information skills, 2) ability to communicate effectively, and 3) appropriate use of technology. As a result of this modification of the SES co-op student's learning across all disciplines will be better assessed in relation to the College's Core Abilities.

Career Technical Learning Outcomes Assessment

Applied degree and certificate outcomes have been published since 2002 in Lane's catalog and on program information sheets given to students. Lane demonstrates that students completing applied programs, no matter where or how offered, have achieved these outcomes. Many of Lane's career technical programs use third party assessments of program outcomes, either for licensure or for specialized accreditation, and all programs and disciplines track student success and retention through Lane's annual unit planning cycle and institutional data. Graduate pass rates in occupations requiring licensure examinations are presented in Figure A.2.5. (Dental hygiene rates and most national pass rates for 2008 are not yet available.)

Appendices

Summaries of career technical program assessments reflect a strong tradition of consistent assessment of student learning outcomes and use of not only that evidence, but also the program evaluations from advisory committees to improve programs. Highlights follow below:

Figure A.2.3 Lane's Center for Meeting and Learning serves as a performance lab for
Culinary and Hospitality Programs

Culinary and Hospitality

The curriculum for the Culinary Arts Program was revised to address the needs of the students, industry, and accrediting body. The new culinary arts curriculum, implemented in the fall of 2006, includes a leadership capstone course where students showcase how they have met the required competencies of the ACF, core abilities, and leadership principles/practices as well as fulfill a service learning component. All students enroll in this course during the last term prior to graduation.

The Hospitality Management Program also went through a major curriculum change in 2006-07. These changes resulted from an expressed need for more definitive courses with a wider range of topics in Hospitality Management. Current students, graduates, and the Advisory Committee were surveyed. The Advisory Committee was instrumental in the new course structure. New courses now offered in management, communications, and guest relations, including a second year capstone course in leadership, keep the program current and responding to the needs of the industry.

Specific retention strategies for the 2-year Hospitality Management Program have been implemented in 2008-09. This included a hospitality management student retention luncheon, which was held in the spring term. First-year Culinary Arts students prepared the luncheon, promoting student integration within both instructional programs.

Learning Community courses for the Culinary Arts and Hospitality Management Program include a specific section of MTH 025: Basic Mathematics Applications, which is devoted to "culinary math," and NUT 105: Nutrition for Foodservice Professionals, an on-line course designed to integrate nutrition study within the culinary arts and achieve learning competencies in nutrition. In response to a challenging economy and limited industry jobs currently available, additional co-op experiences in the form of un-paid internships have been created by Advisory Committee members from the Eugene Hilton and the Valley River Inn for summer term, 2009.

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Early Childhood Education (ECE)

Faculty in Early Childhood Education use a wide range of assessments to evaluate student achievement of program outcomes, including course-embedded assessments, including locally developed and standardized tests, in-class performance, research papers, exams and reflective essays, course projects; formative and summative assessment of lab performance; and student portfolios (student autobiographies, weekly journals, reflective narratives, student created resumes, student presentations, capstone performances).

Using results of these assessments, program faculty created an entry level lab program (ECE 140: Theory and Supervised Teaching) for first and second term program students. Faculty also created a new grading rubric for both lab courses that includes a numerical point system assigned to all written requirements as well as to attendance and performance. Another curriculum revision was a newly-created student portfolio assessment tool in the form of reflective journals which are turned in and graded weekly. The journal assignments are based on performance standards of the National Association for the Education of Young Children.

Through an Instructional Redesign, which included aligning the ECE curriculum more closely with industry standards, the program more clearly integrated lab performance goals with the research based content taught in ECE courses. This learning is demonstrated and assessed through student's weekly journal entries, their observations of children and subsequent planning of curriculum and their capstone projects. Finally, faculty revised pedagogy and curricula to reflect an Emergent Curriculum philosophy, and revised or created new assessment tools to

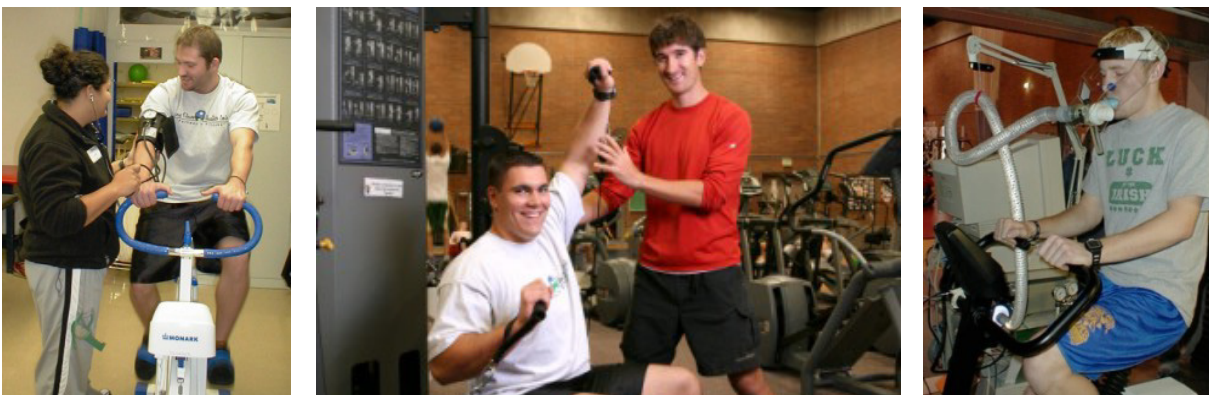**Exercise and Movement Science**

Figure A.2.4. Exercise and Movement Science Technicians are assessed for skills as fitness trainers.

Exercise and Movement Science Program graduates complete a program completion survey on all aspects of the program, and a Fitness Education Center student satisfactory survey is administered each year. The faculty meets each summer to discuss program needs and or changes that need to be made and the Fitness Education Center staff meet two or three times each year to discuss facility needs and educational offerings.

As a result of these assessments, course descriptions have been updated and learning outcomes were standardized summer term 2009. Exercise and Movement Science course sequencing has been changed to provide a more progressive learning transition for students and core class curriculum has been modified to reduce content overlap. Fitness Education Center student

surveys and instructor meetings have led to the purchase of equipment and expanded seminar topics.

Health Professions

Nursing program data is gathered from students on their perceptions of new learning experiences implemented by the faculty. That data is compiled and shared with the faculty at the end of the year wrap-up meeting. Each team (1st and 2nd year) meet at the end of each term and evaluate the effectiveness of the term just ending.   At the end of spring term the nursing faculty meet with the Nursing Advisory Committee and gather information from them regarding the facilities perception of the effectiveness of the clinical learning experiences.

The nursing program has implemented both years of the new OCNE (Oregon Consortium for Nursing Education) curriculum. The first graduates will take the RN licensure (NCLEX) exam the summer of 2009. Thirty-seven graduates of our nursing program are enrolled in the BSN completion year at OHSU to begin the fall term of 2009. Additionally, students take the HESSI exam which provides them with information about where they rank relative to nursing students in programs across the country. Faculty implemented a new format for students' clinical learning in the first year of the program in which the students spend two weeks in the nursing lab learning procedures and technical skills and two weeks in the clinical area applying those procedures and technical skills. This method was evaluated as very effective by both students and faculty.

Dental Assisting faculty meet at the end of each academic year and review the effectiveness of the learning experiences for that year. This year the Dental Assisting Program participated in their scheduled accreditation (every six years) through the American Dental Association's Commission on Dental Accreditation, and received approval for the next six years with not one recommendation for change. The Dental Assisting program has implemented the new curriculum revised in 2005 based on assessment results, needs of current trends in dentistry and also in compliance with the Oregon Board of Dentistry recommendations. The two new endorsements are Expanded Functions – Dental Assistant and Expanded Functions – Orthodontic Assistant.

The *Dental Hygiene* program this year participated in a scheduled accreditation process (every six years) through the American Dental Association's Commission on Dental Accreditation, and also received approval for the next six years with not one recommendation for change. Dental Hygiene faculty meet annually to evaluate the implementation of their courses. Required changes are implemented in the following academic year. The Dental Hygiene program, by means of a DOLETA (Department of Labor Employment Training Administration) grant, is now offered as a Distance Learning Program through a partnership with two community colleges in Oregon and one in Southern Idaho. The first class to complete this new curriculum graduated in June, 2009. In addition, a course teaching Expanded Functions for Dental Hygienists was offered for the first time in the 2008-2009 academic year. Students and faculty evaluated each of these components at the end of the year. This feedback will be analyzed and may be incorporated into next year's curricular revisions.

Medical Assisting is accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs) through the curriculum review board MAERB (Medical Assisting Education Review Board) of the American Association of Medical Assistants. The 2008-2009 Annual Report was accepted by MAERB with no recommendations for change. The Medical Assisting Program obtains feedback regarding student performance from Co-op placements in

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medical offices, clinics and hospitals in the greater metropolitan area. Information from student surveys, employer surveys and feedback from the Advisory Committee is also considered in evaluating and implementing changes to the curriculum.

Health Records Technology program curriculum is reviewed by faculty each year in conjunction with the Advisory Committee. Two programs were recommended to be added at Lane to allow students to pursue certification in the areas of Coding and Transcription. Those programs will be added in the 2009-2010 academic year. The Health Records Program obtains feedback regarding student performance from Co-op placements in medical offices, clinics and hospitals in the greater metropolitan area. Student surveys, employer surveys and Advisory Committee input are all considered in evaluating and modifying the curriculum.

Respiratory Care faculty continue to maintain accreditation by CAAHEP. The Respiratory Care program is in the process of moving to a Distance Learning format for the implementation of the program curriculum. The laboratory components of the curriculum will continue to be offered in a "hands on" on-campus format based on the philosophy of the faculty, input from students and the Advisory Committee relative to the importance of maintaining face-to-face "hands on" learning opportunities for the learning of psychomotor skills. The program is re-assessed annually by the faculty based on feedback from student surveys, employer surveys and clinical preceptor