

Educational Programs Engaged in the Assessment Cycle

Program Type	2019	2022	Trend	Target	Rating
Career Technical (CTE)	8.3%	50%	↑	85%	Emerging
Field of Study (FOS)	18.5%	31%	↑	85%	
Skill Development (SD)	33%	0%	↓	85%	

Mission Fulfillment Indicator (MFI) 8 measures the percentage of programs engaged in activities defined as part of the “assessment cycle,” including: revisions to learning outcomes, changes to curriculum, collection of evidence, and/or use of results to support student learning. Educational Programs are the award-conferring (Career Technical), non-award-conferring (Field of Study), and foundational (Skill Development) areas where instruction takes place.

Discussion

At the end of Spring 2022, 76% of educational programs at Lane had developed an Assessment Plan (85% of CTE, 71% of FOS, and 33% of Skill Development). In approaching the 85% benchmark, consideration was given to developing a metric that would allow for data gathering on assessment activities included in the implementation phase. The new MFI language provides an opportunity to track participation in assessment across Career Technical, Fields of Study, and Skill Development areas in the next year as this data is developed.

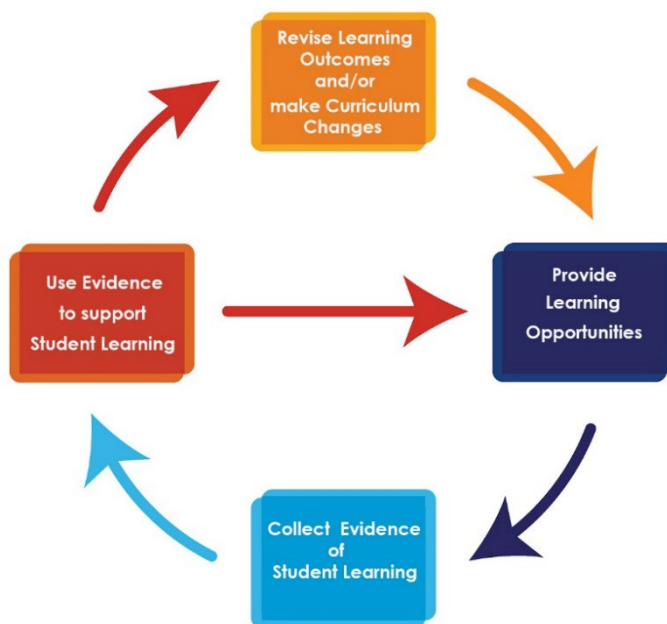


Figure 1: The Assessment Cycle

Figure 2 breaks out data by program and assessment activity. Some educational programs with extant plans did not gather evidence this year, and some Fields of Study either did not engage in plan development or complete their plans on schedule. This was often the result of staffing issues (programs without full-time faculty), major curricular/program changes, or because faculty were engaged in other work and did not choose to contribute a portion of their college service hours to these efforts.

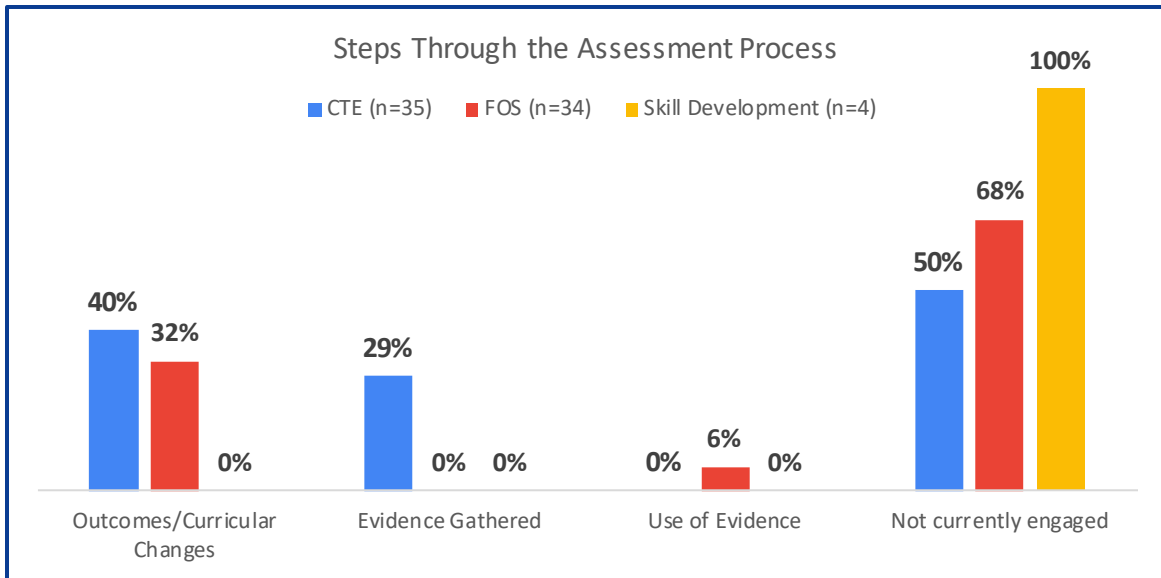


Figure 2: Assessment Progress by Program Type AY 22

***Please note that participation in certain stages of the Assessment Cycle is dependent on a given program's progress through the implementation process*

Moving forward the OCA will work to develop and implement Assessment plans with areas that are bringing in new full-time faculty, will re-engage with educational programs underwent major changes, and will strive to foster an environment that supports progress when progress is made so as to emphasize the importance of Assessment as a tool in a culture of teaching and learning.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. However, while Lane has observed and learned from assessment practices and systems at other institutions, each one is so unique that a true comparison is impossible.

Lessons Learned & Next Steps

In addition to the focus on continuous improvement of student learning, the College is learning from recent efforts to establish a sustainable and systemic approach to Assessment. Collecting data on this part of the process will help the College identify progress on an area of assessment implementation that was not identified in previous MFI indicator language. For example, the curriculum mapping process has created awareness of alignment issues between curriculum and student learning outcomes in many programs. Some programs found that their student learning outcomes were difficult to measure and other programs determined their student learning outcomes were out of alignment with current curriculum. The process of gathering student learning outcomes data at the course level has also presented challenges. Implementation of the Student Learning & Licensure module of Watermark software facilitated this process, but the Office of Curriculum & Assessment is also collaborating with instructional designers to leverage Moodle, the College's Learning Management System. On September 19, 2022, the College will hold its inaugural Assessment Day during Fall In-service week. This dedicated time to focus on assessment planning and implementation activities will enable faculty to collaborate with colleagues to develop strategies for using assessment evidence to support student success.