A. Highlights of Major Assessment Activities/Projects

During summer 2012, small teams of faculty worked to assess student work collected in winter and spring quarters 2012. This marks the first year that student work was collected in two quarters. The Outcomes Assessment Committee (OAC) concluded that only collecting work in one quarter was not an accurate representation of student work. Not all courses are offered in spring and expanding to include winter quarter offered an opportunity to capture a more accurate representation. The OAC is discussing the possibility of collecting in fall quarter as well, but are carefully considering faculty work load before making a decision. Recommendations from the Summer 2012 work are outlined in Section B. During pre-fall activities, distribution area faculty groups will meet to develop an action plan for the academic year based on the results of the summer outcomes assessment work.

Based on the recommendations from the Summer 2011 Outcomes Assessment Report, a number of actions were taken in order to improve curriculum and to improve the outcomes assessment process. The recommendations and response actions are listed in Section C.

Planning began for the inclusion of Professional/Technical (PT) and Pre-college (PC) courses in the outcomes assessment process for AY2012-13. Brian Bansenauer and Adrienne Lugg joined OAC as distribution leads.

OAC continues to improve the outcomes assessment process as we progress through the first round of assessing the College’s four learning outcomes. In June 2012, the faculty bargaining unit, Cascadia Community College Federation of Teachers (CCCFT), ratified a contract that included new language regarding outcomes assessment. Prior to AY2012-13, only full time faculty were required to participate in outcomes assessment (N=41). The college employs upwards of 90 associate faculty. While some associate faculty chose to participate in outcomes assessment, the majority did not, leaving a significant number of students and courses out of the outcomes assessment process.
new contract language requires Full Associate Faculty (all associate faculty without probationary status) to participate in outcomes assessment as requested (Section 13.01.02 of the Collective Bargaining Agreement between Cascadia Community College Board of Trustees and Cascadia Community College Federation of Teachers, Local 6191, Effective July 1, 2012—June 30, 2015 http://my.cascadia.edu/Departments/HumanResources/FCA/20122015%20Contract%20and%20MOUs /CCCFT%202012%20-%202015.pdf). This new contract language enables the OAC to ensure that a random representative sample of courses for each distribution area is assessed.

The OAC piloted a new data collection system in Summer 2012. Working with the college’s Institutional Researcher, Susi Hamilton, we created an online system to store documents, write reports, and collect assessment data using Campus Labs online programs: Compliance Assist (Figure 1), Baseline (Figure 2), and Student Voice. Compliance Assist is being used by the College for Accreditation. This allows us to have outcomes assessment data to be easily incorporated into accreditation documents. Student Voice allows the summer assessment teams to directly input their evaluations of student work into an online software program (encrypted to ensure data security), which can then be used to quickly generate reports in Baseline. While the new process is not without problems, OAC and the Institutional Researcher are working together to address the issues.

![Figure 1. Screen shot from Compliance Assist showing the Methodology area of the report section.](image-url)
Figure 2. Screen shot from Baseline illustrating the project dashboard. From here, assessment teams can review data and generate report.

B. Recommendations from Summer 2012

Following are the recommendations from the summer 2012 outcomes assessment work. The recommendations are organized first into general recommendations and second into specific concerns from each of the general education/core and discipline distribution areas.

General Recommendations

Process Recommendations:

- Rosters complete with student name, student ID number, course, section, and instructor are needed.
- OAC should agree on standardized language depicting each level on the rubrics, e.g., emerging, etc., for all the distribution areas.
- Create a submission form for faculty to complete that will accompany the student work.
- OAC consider who to bring into the review process for the course and college-wide outcomes.

1 Please note that recommendations for the Natural Science and Quantitative distribution areas are not included. The faculty leads for those areas were unable to submit the information.
Assignments:
- There is a great deal of variety in assignment prompts. Those students whose instructor specifically provides instructions in meeting expectations score higher. It is recommended that faculty whose courses are selected for outcomes assessment in AY2012-13 be provided with the rubric prior to submission of student work so that they can work to align the assignment with the rubric.

Area-Specific Recommendations

Gen Ed – Foundations for College Success:
- Clarify outcome language in order to make them all assessable.
- Specifically add library resources integrated into key assessment.
- Discuss how COLL101 is working with Prof/Tech and Natural Science courses.
- Encourage and provide more support for COLL101 faculty to have higher expectations for students; specifically by:
  - Making more explicit the information literacy component of the key assessment
  - Having students take ownership of their educational plan, perhaps through added reflection

Gen Ed – Composition and Communication:
- English discipline discusses the criteria, “Develop a personal process to create successful texts.”
- English discipline considers proposing COLL101 as a prerequisite for ENGL&102.
- English discipline continues to develop recommended key assessments as has been the practice for the past two cycles of outcomes assessment.
- English discipline look at David Bucci and Colleen McKenzie’s assignments as successful meta-cognitive reflective practices.
- English discipline continue to discuss how consistency in particular assignment-types can help move students from “emerging” to “developed” as they transition from 101 to 102

Gen Ed – Cultural Knowledge:
- The rubric for the Learn Actively outcome needs to be revised.
- Most assignments should be reviewed and revised to more explicitly ask for the CKR Learn Actively standards to be met.
- The following COGs should be reviewed and revised: CMST150, CMST203, HIST126, HIST127, HIST146, HIST147, PHIL260, PSYC171, PSYC250, and SOC150.

Humanities:
- Articulate learning outcome in key assessment.
- Design disciplinary-specific questions guiding students to relate theories, concepts, and terms learned in class in their reflection process.
- More faculty professional development, specifically relating to literature regarding teaching effectiveness and learning process.
Social Science:

- Social science distribution area should discuss whether or not experiential learning and construction (or application) of social scientific knowledge should be assessed separately in the future.
- Social science distribution area should discuss whether or not “completes required work” should remain in the SS Learn Actively outcome and if so how should it be assessed in the future.
- Social science distribution area lead and CKR lead should initiate a discussion on the link/distinction/overlap between these two distribution areas.
- Social science distribution area should discuss the trends for specific disciplines. Why do some discipline areas meet the outcomes better than others? How can assignments be revised to better meet the 1st and 2nd Learn Actively standards in these disciplines? The group should carefully examine and discuss trends for 200-level courses that are not meeting the outcome well.

C. Examples of Educational Improvements Made/Actions Taken AY2011-12

During the 2011 pre-fall activities, distribution area faculty groups met to develop an action plan based on the results of the Summer 2011 outcomes assessment work. Completed actions are italicized.

Gen Ed—Foundations for College Success:

- Develop a rubric for Learn Actively
  - COLL101 faculty met to develop rubric for Learn Actively
- Revise COLL101 assignment to specifically ask students to meet outcome
  - COLL101 faculty met to discuss; used by faculty to modify or choose assignments for Learn Actively
- Make COLL101 a prerequisite for more courses, specifically ENGL&102 and possibly ENGL&101.
  - Idea was forwarded to the English faculty for discussion.

Gen Ed – Composition and Communication:

- Review third criterion for Interact outcome to reconsider wording in the distribution area outcome and determine how it corresponds with ENGL101 and ENGL102
  - English discipline voted to hold off until ENGL101 and ENGL102 COGs could be reviewed
- Dedicate time and funding for Associate Faculty to participate in discussion on current best practices and challenges in interaction in the composition classroom; workshop on best practices in designing and implementing peer review assessments that allow for student reflection in the peer review interactions and practices
  - The English discipline dedicated part of one of their discipline meetings to a workshop on peer review based on the summer assessment work. A number of faculty members have reported changing their peer review practices and assignments based on our findings and discussions.
Gen Ed—CKR:
- Most assignments should be reviewed and revised to more explicitly ask for the CKR Learn Actively standards to be met.
  - Several faculty revised assignments to better meet CKR outcomes:
    - Jessica Ketchum Weber: revised group project for ENGL221
    - Tori Saneda: revised essay assignment for GS150
    - Robyn Ferret: revised essay assignment for ENGL251
    - Michelle Field: revised and added in-class small group activities for ANTH206
    - Anne Touminen: revised group activity for SOC150
    - Li Liu: added a discussion to CMST150 online course
    - Gene Taylor: revised discussion instructions for HIST148
- The following COGs should be reviewed and revised: CMST150, CMST203, HIST126, HIST127, HIST146, HIST147, PHIL260, PSYC171, PSYC250, and SOC150
  - Several COGs were reviewed and revised to meet CKR outcomes: all anthropology COGs, ENGL221; other COGs to be reviewed as part of the 5-year COG review process.
- CKR Interact outcome language revised; Learn Actively language to be revised AY2012-13
- Several faculty incorporated some professional development activities into their workload
  - Robyn Ferret: TLA workshops that gave her ideas about the Interact outcome and plans to incorporate what she has learned into her courses for next year.
  - Anne Touminen: took a Sloan-C course that explored various ways to deliver online course content that offer more opportunities for student engagement both with each other and the course material.
  - Geeta Sadashivan: sat on the Integrated Learning Committee for AY2011-12, which helped her see how her coursework feeds into other disciplines and how she can use that integrated approach to connect with what she teaches.

Pre-College:
- Clarify the definition of pre-college, wrote a mission, and established goals
  - Completed
- Establish student outcomes for pre-college
  - Developmental Math and ABE Math will use the established outcomes for quantitative reasoning. Developmental English, ESL, and ABE wrote student outcomes for the four college-wide learning outcomes. Modified the OAC rubric from Sophisticated, Developing, and Weak to Yes, No, and Maybe as the assessors did not feel there were indicators to establish benchmarks for the established rubric.
  - Developmental Math will create a rubric for Learn Actively and pilot an assessment of student work. Work will be collected in Spring quarter only from the committee members’ classes.
  - Developmental Math will pilot by collecting and submitting work from a Math 095 class in spring quarter to the quantitative reasoning pool. ABE will pilot the collection of student work and assessment internally within one ABE math class.
Social Science:

- Set up a calendar for the data collection process
  - A general timeline was established by the OAC
- Discuss the rating scale and what it means
- Send out request for assignments earlier
  - Requests for assignments were sent out for Winter quarter, but not in a timely fashion. Requests for assignments were sent out the first week of Spring quarter. Several follow-up emails were sent during Spring quarter.
- Collect data for Winter and Spring
  - A very limited amount of data was collected in Winter quarter (two faculty). Data were collected from a wide range of faculty in Spring quarter.
- Collect some of our “best assignments” and post them to the Social Science website
  - The Social Science website has been created and a space for “best assignments” has been created. The next step is to encourage faculty to begin posting there.
- Examine Information Literacy Outcomes and see if they need revisions before sending to SLC for approval. Post Information Literacy Outcomes on the Social Science website
  - Lindsay Custer contacted faculty who have worked on our Information Literacy Outcomes in the past (Tori Saneda and Catherine Crain) to determine whether a final copy of these outcomes had been developed. No final copy could be found (only draft versions). Lindsay Custer volunteered to work with the library on the development of their new Information Literacy Guides to further facilitate our own work on Information Literacy Outcomes. Reviewing the draft of the Information Literacy Outcomes will be a priority in the fall quarter. Once reviewed, they will be taken to SLC for approval and posted on the SLC and Social Science websites.
- Create guidelines for the collection of student work
  - General guidelines created by OAC
- Post meeting minutes to the Social Science website if/when possible
  - Those meetings which have minutes have been posted to the Social Science website. Relevant posts relating to outcomes assessment have been posted. Newest versions of the social science distribution area outcomes have also been posted there.
- Revise Interact Outcome, especially dimensions 2, 3 & 4
  - A small group of social science faculty revised the Interact outcome based on feedback from the summer assessment of student work. Revisions have been sent to SLC and will be reviewed in Fall 2012.
- Begin to develop assignment ideas for Learn Actively. Discuss assignment’s that meet Learn Actively outcome
  - A small group of social science faculty met twice during fall quarter to discussion “Learn Actively” assignments.
- Develop workshop on Learn Actively assignments
  - Lindsay Custer and Karyn Mlodnosky developed and facilitated two sessions of a workshop entitled “Aligning Assignments with Outcomes” during Winter quarter 2012. There were approximately 10-15 attendees.
Other

- COGs:
  - A new sociology COG (SOC 271) has been developed and is in alignment with the new distribution area outcomes.
  - The SOC& 101 COG is under 5-year review. Significant changes are being made to create alignment between the course outcomes and the distribution area outcomes. Subsequent reviews of all SOC COGs will go through the same process.
  - All of the anthropology COGs were updated in fall 2011 to meet the new social science outcomes.
  - GS 230 COG has been neglected with respect to the Social Science Distribution area outcomes. This COG will be reviewed to examine its alignment with these outcomes.

- Assignments:
  - A key assignment used in courses taught by Lindsay Custer (a Mid-Quarter Self-Assessment) has been adjusted to better assess this year’s learning outcome, “Learn Actively”. Two additional assignments (Academic Goals and Final Self-Assessment) have been added to better assess this outcome.
  - Sociology faculty Anne Tuominen has begun to monitor interactivity of students in stages as well as monitoring interactions more closely in her on-line courses.

- Professional Development Activities:
  - Several Social Science Faculty (Gene Taylor, Tori Saneda, Denise Michaels, and Catherine Crain) attended the workshop on Aligning Assignments with Outcomes.
  - Sociology faculty Anne Tuominen took a professional development course at Sloan-C exploring alternatives to PPT in order to introduce more interactive learning environments in her on-line courses.

D. Conclusion

Our current concern will be on developing a new course selection process during fall quarter 2012 to be piloted in winter and spring 2013. The OAC will focus on refining the process for AY2013-14, the final year of our first outcomes assessment cycle. Our goal is to have a relatively firm process in place for AY2014-15 when we begin the second cycle of outcomes assessment. We also want to help faculty understand how they can use the results of outcomes assessment for professional development, ensure that COG and outcome language revisions are approved by SLC, and revise the online data collection instrument.