

## **LAF Assessment Plan**

### **Plan Overview**

The proposed assessment plan has two goals: 1) to collect data about student success in a sustainable but non-labor intensive manner and 2) to assess that data by processes that are in keeping with faculty values. That is, we should assess the LAFs by processes that serve professional development by allowing us to share teaching techniques and strategies.

Any faculty member involved in the assessment of a particular LAF will be asked only to participate in collection of assignments in one semester, to discuss student success based on collected evidence in a second, and to comment on a report in a third semester. The assessment plan will be overseen by a faculty committee, its administration coordinated through the Office of the Provost, and analysis of evidence supported by Institutional Research. This plan will be reviewed by the College Assembly at the end of the Spring 2012 academic term.

### **Oversight**

Under our current governance structure, no committee or department has primary responsibility for the LAF, and as a result no group has clear responsibility to assess these outcomes. While Curriculum Committee might be the obvious choice for such responsibility, that committee is already overtaxed. In the long term, this proposal envisions the creation of a standing committee to oversee LAF assessment and perform the time-consuming secretarial and organizational tasks that assessment will entail; however, pending recommendations of the General Education Revision Working Group, those duties may ultimately be assumed by a General Education Committee with broad oversight of the General Education Program. Until such a committee is constitutionally defined, this plan proposes that a task force oversee and support LAF assessment. This task force will insure the process occurs on schedule, that the results of assessment are collected, analyzed, and distributed, and that College faculty have every opportunity to participate in any recommendations to improve student success in the LAF. The LAF Assessment Task Force will consist of five College faculty members elected at large to two-year term. The Associate Provost for Academic Affairs will serve *ex officio*.

## **The Process**

One LAF each semester will begin the assessment process, starting with the M2 in spring 2012. In the semester in which an LAF begins the process, the LAF Assessment Task Force will ask faculty teaching that LAF to identify and collect a representative sample consisting of strong, average, and weak student work in response to a course assignment. The LAF Assessment Committee, with the support of the Provost's Office and IR, and with advice as necessary from the faculty teaching the LAF, will produce a manageable, representative sample of student work for review.

In the second semester of the assessment process this sample will be made available to all faculty who have taught the LAF in the previous four semesters; these faculty are invited to attend one of 2-3 scheduled faculty development workshops to discuss student achievement, teaching strategies, and the appropriateness of the learning outcomes defined for the LAF under review. These conversations will be the central means of assessing student success and of generating pedagogic and curricular change in order to improve student learning. The LAF Assessment Task Force will support these workshops and collect the results. Based on the results, and with advice and input from the faculty participants in the discussion, the LAF Assessment Task Force will write a report on student success relative to expected outcomes, and may suggest revision of the outcomes. The report will not identify specific courses or specific faculty members in its discussions of student success or in its proposals of curricular change.

That report will be made available to the faculty of the College for comment in the third semester, and then revised by the LAF Assessment Task Force to incorporate suggestions and address concerns. The revised report, including any suggested modifications to the outcomes of the LAF, will go to the Curriculum Committee for action. Should the Curriculum Committee endorse modifications to the LAF, such changes would go to the College Assembly for adoption or rejection.

In the fourth semester of the assessment process, courses may be submitted to earn the LAF designation under the revised outcomes. Any course that is not approved by the Curriculum Committee under the revised outcomes loses its LAF status at the end of the fifth semester, and therefore may not bear the LAF designation during the fifth semester's registration period. A detailed model is found below:

Semester	Cycle One	Cycle Two
<b>Spring (2012)</b>	<ol style="list-style-type: none"> <li>1. LAF Assessment Task Force selects one LAF (M2)</li> <li>2. All faculty teaching this LAF identify one representative assignment for each LAF designated course taught that semester, and select a representative sample of student work in response to that assignment, consisting of three samples each of strong, average, and weak student work</li> <li>3. Faculty keep copies of the sample selected as described above.</li> <li>4. At the end of the semester, the LAF Assessment Committee collects the samples.</li> </ol>	
<b>Mayterm (2012)</b>	The LAF Assessment Task Force, with support from the Office of the Provost and IR, and with advice as necessary from the faculty teaching the LAF, produces a representative sample of the collected student work for review by faculty teaching this LAF	
<b>Fall (Year 1)</b>	<ol style="list-style-type: none"> <li>1. Work sample for each LAF provided to all faculty who have taught the LAF in the previous four semesters.</li> <li>2. Professional development meetings scheduled to discuss the LAF. Topics include:             <ol style="list-style-type: none"> <li>a. Are students producing the outcomes in their work?</li> <li>b. Are outcomes appropriate, as written?</li> <li>c. How might we design courses/assignments to help students meet the LAF expectations?</li> <li>d. Should the language or outcomes of the LAF be revised?</li> </ol> </li> <li>3. LAF Assessment Task Force members should be at each meeting (will need to schedule multiple meetings to give all faculty an opportunity to attend) to take notes, summarize recommendations, collect suggested revisions to the LAF, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. LAF Assessment Task Force selects one LAF (FL)</li> <li>2. All faculty teaching this LAF identify one representative assignment for each LAF designated course taught that semester, and select a representative sample of student work in response to that assignment, consisting of three samples each of strong, average, and weak student work.</li> <li>3. Faculty keep copies of the sample selected as described above.</li> <li>4. At the end of the semester, the LAF Assessment Task Force collects the assignments</li> </ol>
<b>Winter Break (Year 1)</b>		The LAF Assessment Committee, with support from the Office of the Provost and IR, and with advice as necessary from the faculty teaching the LAF, produces a representative sample of the collected student work for review by faculty

		teaching this LAF
<b>Spring (Year 2)</b>	<p>1. LAF Assessment Task Force produces report on the LAF assessed, based on faculty meetings during the previous semester. Report includes both an evaluation of student success relative to the LAF outcomes and any recommendations for changes to the LAF</p> <p>2. Report is distributed to all faculty for comment, then submitted to Curriculum Committee for action (changes to language, etc.) and Office of Provost for storage.</p> <p>3. If changes to the LAF are required, Curriculum Committee manages the process, including submissions to CAS Assembly for final approval.</p> <p><b>[CYCLE THREE BEGINS FOR NEXT LAF]</b></p>	<p>1. Work sample for each LAF provided to all faculty who have taught the LAF in the previous four semesters.</p> <p>2. Professional development meetings scheduled to discuss the LAF. Topics include:</p> <ul style="list-style-type: none"> <li>a. Are students producing the outcomes in their work?</li> <li>b. Are outcomes appropriate, as written?</li> <li>c. How might we design courses/assignments to help students meet the LAF expectations?</li> <li>d. Should the language or outcomes of the LAF be revised?</li> </ul> <p>3. LAF Assessment Task Force members should be at each meeting (will need to schedule multiple meetings to give all faculty an opportunity to attend) to take notes, summarize recommendations, collect suggested revisions to the LAF, etc.</p>
<b>Fall (Year 2)</b>	<p>Courses may begin to be submitted to the Curriculum Committee for approval under the revised outcomes.</p> <p><b>[CYCLE THREE CONTINUES FOR NEXT LAF]</b></p>	<p>1. LAF Assessment Task Force produces report on the LAF assessed, based on faculty meetings during the previous semester. Report includes both an evaluation of student success relative to the LAF outcomes and any recommendations for changes to the LAF</p> <p>2. Report is distributed to all faculty for comment, then submitted to Curriculum Committee for action (changes to language, etc.) and Office of Provost for storage.</p> <p>3. If changes to the LAF are required, Curriculum Committee manages the process, including submissions to CAS Assembly for final approval.</p> <p><b>[CYCLE FOUR BEGINS FOR NEXT LAF]</b></p>
<b>Spring (Year 3)</b>	<p>All courses that have not been approved by the Curriculum Committee under the revised outcomes lose LAF status.</p> <p><b>[CYCLE THREE CONTINUES FOR NEXT LAF]</b></p> <p><b>[CYCLE FIVE BEGINS FOR NEXT LAF]</b></p>	<p>Courses may begin to be submitted to the Curriculum Committee for approval under the revised outcomes.</p> <p><b>[CYCLE FOUR CONTINUES FOR NEXT LAF]</b></p>

**Fall  
(Year 3)**

All courses that have not been approved by the Curriculum Committee under the revised outcomes lose LAF status.

**[CYCLE FOUR CONTINUES FOR NEXT LAF]  
[CYCLE SIX BEGINS FOR NEXT LAF]**

We propose that the LAFs begin this assessment process in the following order:

Spring 2012	Math/Science 2		Fall 2015	Writing Across the Curriculum B
Fall 2012	Foreign Language		Spring 2016	State and Economy
Spring 2013	Humanities: History		Fall 2016	Humanities: Literature
Fall 2013	Human Behavior		Spring 2017	Math/Science 3
Spring 2014	Creative Process		Fall 2017	Dominance and Difference
Fall 2014	Writing Across the Curriculum A		Spring 2018	Humanities: Philosophy
Spring 2015	Math/Science 1		Fall 2018	Cross Cultural