



## Accomplishments of the Learning Evidence Team Feb. 2004 – Feb. 2006

Since its formation in February, 2004, the Learning Evidence Team (LET) has worked carefully, systematically, and openly to make its work available to all stakeholders at the college, to get multiple and varied sources of input for its work, and to seek approval for this work from the appropriate governing councils. While working in this way made the initial going slow, the list of accomplishments below demonstrates that significant progress has been made, even though the cycle of assessment envisioned by this group has yet to be completed.

### **Charge to the Learning Evidence Team:**

- **Foster a "culture of evidence"** at the college by answering two key questions: (1) what do we mean by evidence of student learning? and (2) how will we document this evidence?
- **Articulate a philosophy of assessment of student learning** that will provide direction for the College in creating a coordinated program of learning centered on our core competencies.
- **Envision a long-term plan for the implementation and documentation of learning outcomes** (based on a philosophy of student assessment and on our core competencies) that will bring coordination to the program of learning at the College, that will inform curricular change, and that will improve learning at the College.

---

### **Accomplishments: Jan. – Feb. 2006**

- Initiated series of workshops to assist faculty in infusing analytical THINK rubric into college courses
- Initiated a "Marketing Request" process to circulate important information about assessment and LET activities throughout college community
- Drafted a user-friendly version of our cyclical LET Plan for Assessment of Core Competencies
  - Entered "Implement" phase of THINK Assessment
  - Entered "Organize" phase of COMMUNICATE assessment
- Analyzed and correlated students' GPAs to their self-assessment of their critical thinking abilities as reported in "Measuring My Critical Thinking"
- Reorganized LET in order to transform it into a steering committee, positioned to guide simultaneously four core competency action teams (THINK, COMMUNICATE, VALUE, ACT)
- Refocused LET to concentrate more clearly on the assessment of core competencies at the institutional level (SACS Self-Study Recommendation)

---

### **Accomplishments: Jan. – Dec. 2005**

- Conducted scholarly study of the literature of assessment
- Consulted with Susan Hatfield and Randy Swing concerning assessment
- Designed a cyclical, multi-year plan for the assessment of core competencies at the institutional level

- Attended AAHE Conference on Assessment
  - Consulted with Randy Swing and Susan Hatfield
  - Formed a THINK Work Team
  - Produced an Analytical THINK Rubric and a Holistic THINK Rubric
  - Recruited new members
  - Created an "Assessment Update" newsletter for faculty, professional staff, and administrators
  - Conducted college wide workshops on assessment
  - Constructed a "Valencia Thinks" webography of critical thinking resources for college wide use
  - Implemented Course Outline Builder and accompanying database
  - Provided workshops for faculty, departments, and disciplines on assessing learning outcomes and the design of course outlines using the Course Outline Builder
  - Created "Measuring My Critical Thinking," an electronic, student self-survey of critical thinking skills
  - Designed "The Year of Think," a marketing campaign to launch THINK assessment, including: THINK posters for every classroom college wide, screen savers for every computer, rulers on "Measuring My Critical Thinking" for distribution college wide, and PowerPoint presentation for annual College Assembly
  - Partnered with Destinations to launch the "Year of Think" Kick Off
  - Formed nucleus of COMMUNICATE Work Team
  - Updated Learning Evidence Team Web site
  - Posted articles about work of Learning Evidence Team in [Bulletin](#)
- 

**Accomplishments: Feb. – Dec. 2004**

- Built team of LET volunteers
- Outlined "Principles and Purposes" of LET
- Conducted scholarly study of the literature of assessment
- Attended the AAHE Conference on Assessment
- Consulted with Gloria Rogers, Peggy Maki, and Patti Derbyshire
- Developed a philosophy of assessment for the college
- Authored a "Learning Evidence Plan for Transformative Assessment"
- Developed a concept map of assessment for the college
- Created a glossary of assessment-related terms and concepts
- Designed an electronic Course Outline Builder
- Authored a "Process for Creating, Adopting, and Revising Course Outlines"
- Compiled an inventory of assessments currently in use at the college
- Created a Web site to publish activities of Learning Evidence Team
- Posted articles about work of Learning Evidence Team in [Bulletin](#)