**Learning Outcomes and Assessment (LOA) Committee**

**2016-17 End of Year Summary Report**

**Membership**

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| **Member** | **Role** | **Term** |
| Sarah Fuller | Transfer | 2016-19 |
| Jason Lamb | At large | 2016-18 |
| Deb Malone | CTE | 2016-19 |
| Vickery Viles | Director of Curriculum and Assessment | Automatic |
| Shannon Waller | At large | 2016-18 |
| Malinda Williams | Transfer | 2016-19 |
| Wayne Yeatman | CTE (chair) | 2016-19 |
| Zelda Ziegler | At large | 2016-18 |

Betsy Julian, Michele Decker: standing guests

**2016-17 Year in Context**

COCC continued to experience change at the leadership level with the arrival of Betsy Julian as Vice President of Instruction and the interim and then permanent appointment of Julie Downing to Instructional Dean. The role of Accreditation Liaison Officer was transferred to Betsy during the year. This is also the first year of LOA Committee operation with elected positions.

An “assessment day” was added back into the 2016-17 academic calendar as a result of COCC’s regional accreditation (NWCCU) mid-cycle peer evaluation in 2015, which directly encouraged the College to provide time to faculty to conduct thoughtful and rigorous work related to strategic planning and assessment. The position of faculty assessment coordinator that was funded in 2015-16 was not continued to 2016-17.

**Major Topics and Action Items**

* Continue development of a structure and framework for assessment that includes course, program, general education, related instruction, and degree levels. The focus at COCC is on CTE program and transfer degrees through general education assessment. This structure was a major conversation topic in fall term.
  + These conversations exposed that general education assessment is at a developmental status and would benefit from more clarity and support.
* A glossary, cycle of assessment definition, and reporting structure was introduced at assessment day. The schedule of assessment for CTE programs and general education was in development during the year.
* General education and CTE faculty created and forwarded assessment project plans in the fall. These plans are stored in the Assessment Management N drive which is accessible to the VPI, deans, and LOA members.
* LOA reviewed assessment project plans and developed a rubric to evaluate them. This in turn exposed deficiencies in the report forms and the lack of a feedback plan to faculty who submitted plans. LOA invited instructional deans and Betsy to a meeting to jointly resolve this issue, and shortly thereafter invited Betsy to join LOA as a regular guest to improve communication and direction. Betsy attended most spring meetings.
  + In 2016-17, LOA completed the rubric for each assessment plan and provided it to the instructional deans in early May.
  + A feedback and communication plan was established that includes LOA review of project plans each fall, dean feedback to faculty in December and January, and deans and curriculum and assessment director review subsequent work turned in at the end of the academic year. LOA reviews end of year work for recognition the following fall.
* Plans produced in 2016-17 included:
  + ABS program outcomes identified for both ABE/ASE and ELL; plans for 1 outcome in each program provided
  + 21 CTE program plans with some doing alternative assessments and some reporting on other activities
  + 10 general education related plans with 6 plans focusing on GE outcomes
* In 2015-16, LOA members worked collectively or in small groups (in conjunction with the faculty assessment coordinator) to work with other faculty developing outcomes. This was not an area of committee activity in 2016-17.
* General education assessment was identified as needing support. By spring term, Betsy arranged to have faculty leads create materials to provide support, structure, and examples for the general education groups. As a results, Tony Russell developed arts & letters materials, Kathy Smith worked on math, Tim Peterson and Julie Downing developed health materials, Forrest Towne worked on science, and Amy Harper provided the social science group. These materials were available for the 2017 Assessment Day.
* CTE assessment support needs were identified to be varied. One significant area of need is in the lack of unique outcomes for each program, and the difficulty in storing and locating program outcomes.

**Major topics for the coming academic year**

* Use of rubric to review and provide feedback to deans and faculty.
* Establishment of schedules of assessment for CTE programs and general education courses.
* Development of routine and systematic GE assessment.
* Need for unique CTE program outcomes.
* Need for centralized storage and approval of program outcomes.

Compiled by Vickery Viles, Curriculum and Assessment Director.