To:	David Hubert
From:	Clifton Sanders
CC:	Jeff Aird

Date:	June 27, 2022

Re: **Response to Strategy # 10: Develop and Implement Program-Level Learning Outcomes Assessment.**

Thank you for your efforts to advance this strategy. Your 2021-22 strategy report contained a review of the strategy's background, how you approached the strategy, challenges encountered, and recommendations for continuing the work.

Key accomplishments this academic year include:

1. Hired Director of Learning Outcomes Assessment
2. Developed Design Principles and Strategies for processes to improve program-level learning outcomes assessment and focus it on improving teaching and learning.
3. Engaged the Assistant Provost for Curriculum and Academic Systems to discuss and plan how to align Learning Outcomes Assessment work with Academic Program Review.
4. Engaged internal and external stakeholders, and identified challenges and limitations that need to be addressed going forward.
5. Submitted update on the Learning Outcomes Assessment program review, keeping in mind that the shift in LOA philosophy made this a challenging activity.

I have reviewed the recommendations from the strategy report and provided a response to each in the table below.

Recommendation	Response

1. Pilot improvements to the General Education program assessment.	This is a vital step toward streamlining and developing a stackable model process for LOA review that will reduce duplication of effort and confusion that was evident in past practices.
2. Broaden General Education assessment to cover AAS students	This directly responds to NWCCU concern. Reorganizing and reallocating resources to provide personnel support for this is a timely and excellent move.
3. Develop models of stackable assessment in several AS/AA and AAS programs	This should be developed as soon as possible, with prototypes identified and model development substantially completed in the next year. Upon completion, an assessment schedule should be finalized for all remaining programs
4. Finalize the relationship between program learning outcomes and instructional program review	This will be a challenge. LOA processes take multiple years to gather meaningful data, which may be incompatible with annual snapshots but more frequent than 5-year reviews. The need is to provide realistic synchronization of these processes
5. Make recommendations in the form of IBP requests for resources needed for effective General Education and academic program learning outcomes	Support. Recommendations should be discussed prior to annual IBP cycle, preferably as early as possible for incorporation into college strategic and legislative budgeting.
6. Conduct professional development training on program learning outcomes assessment	Given the reform and recent revision of LOA and Gen Ed processes this is absolutely essential. And there may be a need to discuss faculty reassigned time/additional compensation in the

	early stages of training and acculturation to new processes
7. Complete the transition to a shared assessment language, with the new terminology reflected in all forms and documents going forward	This should be accomplished as soon as possible, and made a core part of faculty training and development for LOA. In chemist language, this will be the 'rate determining' cultural step in transitioning to the new assessment paradigm and process.

Charge for 2022-23

After reviewing this year's strategy/CWT charge (found on the CPC SharePoint site), and the recommendations from the year-end report, I have determined the charge for next year will include the following elements:

- Complete a pilot study of General Education assessment for incorporation into Learning Outcomes Assessment protocols
- Develop the stackable assessment process, piloting a specific AS/AA program and a specific AAS program. The process will be summarized in a report detailing key aspects and process milestones, challenges and recommendations for sustainable implementation
- Develop and finalize shared assessment language, with evidence that new terminology is reflected in all forms and documents.
- Over the next year, develop the faculty governance protocol for facilitating Learning Outcomes Assessment in a stackable model, with development progress reports/summaries due at the end of each academic term.

You will be asked to present updates on your progress at the College Planning Council, Senior Leadership Team, and/or Executive Cabinet. At the conclusion of the year, please prepare a final short, written report on the work accomplished. This report will be submitted to the executive sponsor and Vice President Aird by ____. This will be the final report for this iteration of this strategic planning cycle.

Implementation Action Plan

Proposed Action (charge element)	Deliverable	Due By (date)	Assigned to (Person)
Pilot improvements to General Education assessment	Clearly defined protocol document detailing key steps, Gen Ed assessment timeline and report template	May 2023	David Hubert (and Gen Ed committee)
Stackable Assessment Process	Pilot study documents for one AA/AS program and one AAS program. Each document will contain process details, key process steps, data and program assessment recommendations	May 2023	Chris Blankenship
Shared Assessment Language and Documentation	Glossary of shared assessment language, example forms containing language, evidence of language adoption in assessment processes	December 2022	Chris Blankenship/David Hubert
Faculty Governance protocols for Learning Outcomes Assessment	Document articulating process and limitations, workflow and timelines	May 2023	David Hubert/Chris Blankenship