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

**2018-19 End of Year Summary Report**

**Membership**

|  |  |  |
| --- | --- | --- |
| **Member** | **Role** | **Term** |
| Michele Decker | CTE | 2018-21 |
| Christopher Hazlett | At large | 2018-21 |
| Malinda Williams | Transfer | 2016-19 |
| Sarah Fuller | Transfer (chair) | 2016-19 |
| Kirsten Hostetler | At large | 2018-20 |
| Vickery Viles | Director of Curriculum and Assessment | Automatic |
| Wayne Yeatman | CTE | 2016-19 |
| Jessie Russell | At large | 2018-20 |

Betsy Julian, invited as guest

**2018-19 Year in Context**

* COCC is in the third year of a five-year Title III “Strengthening Institutions” grant.
* This was the third year of academic program review with ten disciplines participating. Twenty-four disciplines have completed APR and 19 will complete in the next two years to complete the five-year cycle.
* Curriculum staff implemented CourseLeaf catalog software for the 2019-20 Catalog; this process publishes course outlines that include student learning outcomes as well as all program outcomes (goal 3 from last year).
* LOA conducted the third year of operations as an approved committee with several new members as well as members continuing from last year.

**18-19 Goals (topics identified last year as needing attention this year)**

1. Further development of program/GE schedules, with annual maintenance process
2. Large volume of plans in 17-18 means a large volume of Analyze and Closing the Loop reports in 18-19
3. Publication of program (and possibly course) outcomes
4. Completion of GE assessment support: Cultural Literacy
5. Orient new LOA members
6. Issue: Statewide GE outcomes need revision

**Assessment Status at the end of 2018-19**

Transfer degree/general education assessment

|  |  |  |
| --- | --- | --- |
| **Course (by GEG) status** | **18-19** | **17-18** |
| Unscheduled or needs to be rescheduled | 258 | 197 |
| Scheduled, no reports | 130 | 200 |
| Plans completed | 49 | 107 |
| Analyze completed | 62 | 6 |
| Closing the Loop completed | 4 | 0 |

CTE program assessment

|  |  |  |
| --- | --- | --- |
| **CTE Program status** | **18-19** | **17-18** |
| No program outcomes | 0 | 7 |
| Unscheduled or needs to be rescheduled | 18 | 32 |
| Scheduled, no reports | 0 | 12 |
| Plans completed | 28 | 17 |
| Analyze completed | 15 | 4 |
| Closing the Loop completed | 4 | 2 |

**Major 18-19 Topics and Action Items**

Again in 2018-19 there were no significant changes to COCC’s program and degree assessment approach.

* LOA, deans, and chairs participated in assessment planning.
* Program directors and chairs developed schedules for future planning of program and degree/general education assessment (goal 1 from last year)
* Some GE plans from 18-19 failed to produce analyze reports by the deadline (107 plans in 17-18 produced 67 analyze reports in 18-19) (goal 2 from last year). This could be because:
  + typical schedule variation (section canceled, illness)
  + the assessment project wasn’t done (needs to be rescheduled)
  + the student evidence was collected but not evaluated/reported
  + the report was completed but turned in late.
* Feedback to faculty on program and degree/general education assessment plans
  + Used feedback timeline proposed by deans
  + LOA divided by dean group (including VPI) to review projects and complete a rubric for dean feedback.
  + Reviewed all plans in fall term using rubric
    - Not clear if all deans completed feedback
* After reading all assessment plans, LOA revised reporting forms and identified recognition awards.
* LOA identified faculty support as a goal and piloted a buddy system. Faculty members were nominated to attend a meeting to learn about the buddy system, provide feedback, and participate. All LOA members and a few volunteers are buddies and have identified a project or group of projects to support through the cycle.
* Some challenges discussed during the year include:
  + Need leadership for cultural literacy assessment, opportunity to conduct a larger scale project focused on utility to faculty (goal 4 from last year)
  + Dissatisfaction with state general education learning outcomes
  + “Closing the loop” which has been consistently defined as a second evaluation to see if improvements had an impact on learning, but not comprehensively understood.
    - Four CTE programs have completed closing the loop; recently 4 GE projects submitted closing the loop reports.
    - One challenge to closing the loop: some courses are not offered with regularity
      * Options:
      * OK to vary from traditional 2 year cycle; Extension of due date for courses that aren’t offered with great frequency
      * Adjustment of assessment methods to collect data on improvements
        + For example, conduct assessment within the term, collecting evidence at the beginning of the term, identify adjustments, then remeasure at the end of the term
    - Some projects cannot identify areas for improvement
      * Assessment as compliance vs assessment as improvement
    - Overall closing the loop ideas
      * Collect data on a target rather than repeat exact data collection

**19-20 Goals (topics identified as needing attention next year)**

* Evaluate buddy system pilot
* Provide more centralized communication and reminders of timeline
* Need leadership for cultural literacy assessment, opportunity to conduct a larger scale project focused on utility to faculty (topic 4 from last year)

**LOA annual schedule**

Fall term

Plan and support Assessment Day

Assign new buddies, support continuing buddies

Read all reports, provide feedback

Winter term

Analyze issues and needs of faculty conducting program assessment

Identify projects for recognition

Revise forms based on report review

Project

Spring term

Projects

Plan Assessment Day

*Compiled by Vickery Viles, Curriculum and Assessment Director.*