Learning Outcomes, Course and Program Assessment Hierarchy of Tasks  
Working Document - December 2012

Faculty-Departmental
- Collect all syllabi every semester to ensure required elements are included, particularly course learning outcomes for assessment and course improvement. January, 2013; September, 2013 ongoing each term.
- Include discussion related to responsibilities for quality of curriculum in goal setting and annual evaluation processes (learning outcomes assessment, course and program assessment – full cycle)
- Develop course learning outcomes at 100% participation – February, 2013
- Evaluate data from assessment cycle to inform decisions, evaluation of courses, etc. – May-June, 2013
- Refine assessment strategies at program level using course outcome and program assessment information – March, 2013

Dean – College
- Include discussion of goals and responsibilities of the department administrator position related to faculty responsibility for quality of curriculum (learning outcomes assessment, course and program assessment – full cycle)
- Incorporate results from course and program assessment process in the evaluation of unit administrators – Jan-Feb, 2013
- Evaluate data from assessment cycle to inform management decisions, evaluation of faculty, administrators, etc. – May-June, 2013

Central Administration
- Resources
  - Expand/update Accreditation website to include functional steps and information related to reports and timeline – December, 2012 (Jeanne, Jane, Brenda)
  - Examples of course syllabi with learning outcomes connected to program and UI learning outcomes (VPAA website) - December, 2012
  - Template for syllabus development – two or three examples (connect to any FSH language that is applicable) - December 2012
  - Links to examples of program assessments that meet criteria – Jane has identified some in this current set (IR Assessment site)
  - Links to other resources
- Supporting Functions
  - Provide developmental workshops – January to February 2013
    - Overall responsibilities defined
      - Dean level roles and strategies for support of department work
      - Department administrator roles and strategies for support of course and program work
    - Strategies to build capacity
      - External presenter(s)
        - Weave multiple national and regional initiatives with focus on curriculum, syllabi, strategies for assessment (e.g., formalize rubrics)
        - Provide specific strategies imbedded in current work to incorporate existing opportunities and minimize “new” work

Working Document of the  
Office of the Provost and Executive Vice President 12-10-12
• Sessions for department administrators
  • By college
  • Strategies to meet course and program learning outcomes and assessment processes
  • Important to include internal presenters who are effective and can share practice from a peer perspective

• Program consultation
  • Workshops for department administrators and assessment coordinators
  • Topical brown bag sessions (could be derived from needs assessments from college meetings above
  • Internal and external web resources
  • Consultation
  o Maintaining momentum
    • Periodic email up-dates with suggested strategies and timelines
    • Strategies for deans and department administrators to facilitate ongoing attention to course and program learning outcomes and assessment
    • Periodic agenda item on deans only meetings
      o Gather course and program data for deans to utilize - March-April, 2013 (IR&A)
      o Begin posting data & responses – June-September 15, 2013 (IR&A)
      o Utilize information from full assessment cycle in the development of NWCCU accreditation report – ongoing through spring 2014.

• Establish and communicate clear expectations and timelines for Assessment and Accreditation Reporting Functions
  o Memo to University Community from Provost’s Council membership – December, 2012 – early December, 2012
  o Develop common language position descriptions as appropriate related to responsibilities for the full cycle of assessment (course and program)
  o Include language in dean/administrator position descriptions related to faculty responsibility for quality of curriculum (learning outcomes assessment, course and program assessment – full cycle)
  o Incorporate results from course and program assessment process in the evaluation of deans
  o Related to these processes:
    • Communicate role and function of Institution Research & Assessment
    • Communicate role and function of Vice Provost for Academic Affairs
    • Communicate role and function of Provost