

Big Question: Who is responsible for ADDRESSING and ASSESSING the Core Outcomes ("do all do all")? (nearly answered)

Very Big Question: Can our "Assessment for Improvement" process meet "Assessment for Accountability" accreditation standards? (needs a lot more discussion)

CTE: Do all do all? Open question

LDC/DE: Do all do all? Ideally, yes. Expectation: Do at least 4 "robustly."

**Three things happening:**

1. CTE SACs changing degree/cert outcomes so they cover all core outcomes.
2. CTE SACs saying that core outcomes not covered in their program are met by General Education requirements (up to 16 credits – 8 of which are "free").
  - a. Some just say "not us"
  - b. Some pointed to specific groupings of General Education classes that met the need and referenced the Core Outcome/Course Mapping Matrix (mapping courses to core outcomes on scale 1-4)
3. CTE SACs assessing for core outcome(s) that they do not cover in their program (ie, taking responsibility for assessing but not for addressing)

**Concerns:**

1. Some Certs are 12 credits. Meet all core outcomes?
2. Core Outcome/Course Mapping Matrix (COCM Matrix) is not solid

**Conversation with Deg & Cert:** The General Education requirement for degrees can be a roadblock to students. It is a PCC, not state, requirement. Should we keep it?

**What do we mean by "do at least 4 robustly"?**

- All courses in the SAC? Most courses in the SAC? At least 1 course in the SAC?
- What is "robust"? At level 3 or 4 on the Core Outcome/Course Mapping Matrix (COCM Matrix).  
 [Question: Is "level 3" the expectation for the student in that class or some "fixed standard"? Example: Can a DE course say they meet a core outcome at "level 3" and a 200-level Eng/Writing course say they meet a core outcome at "level 3"?]

**Questions:**

- Do we need LDC/DE to clean up the Core Outcome/Course Mapping Matrix so CTE has something to point to? [Depends on if Deg and Certs keeps this as a requirement]
- Before the Core Outcome/Course Mapping Matrix can be cleaned up, do LDC/DE SACs need to take a closer look at their course outcomes?

**How does all of this fit into meeting the Assessment for Accountability Standard?**

**Northwest Commission of Colleges and Universities (NWCCU)**

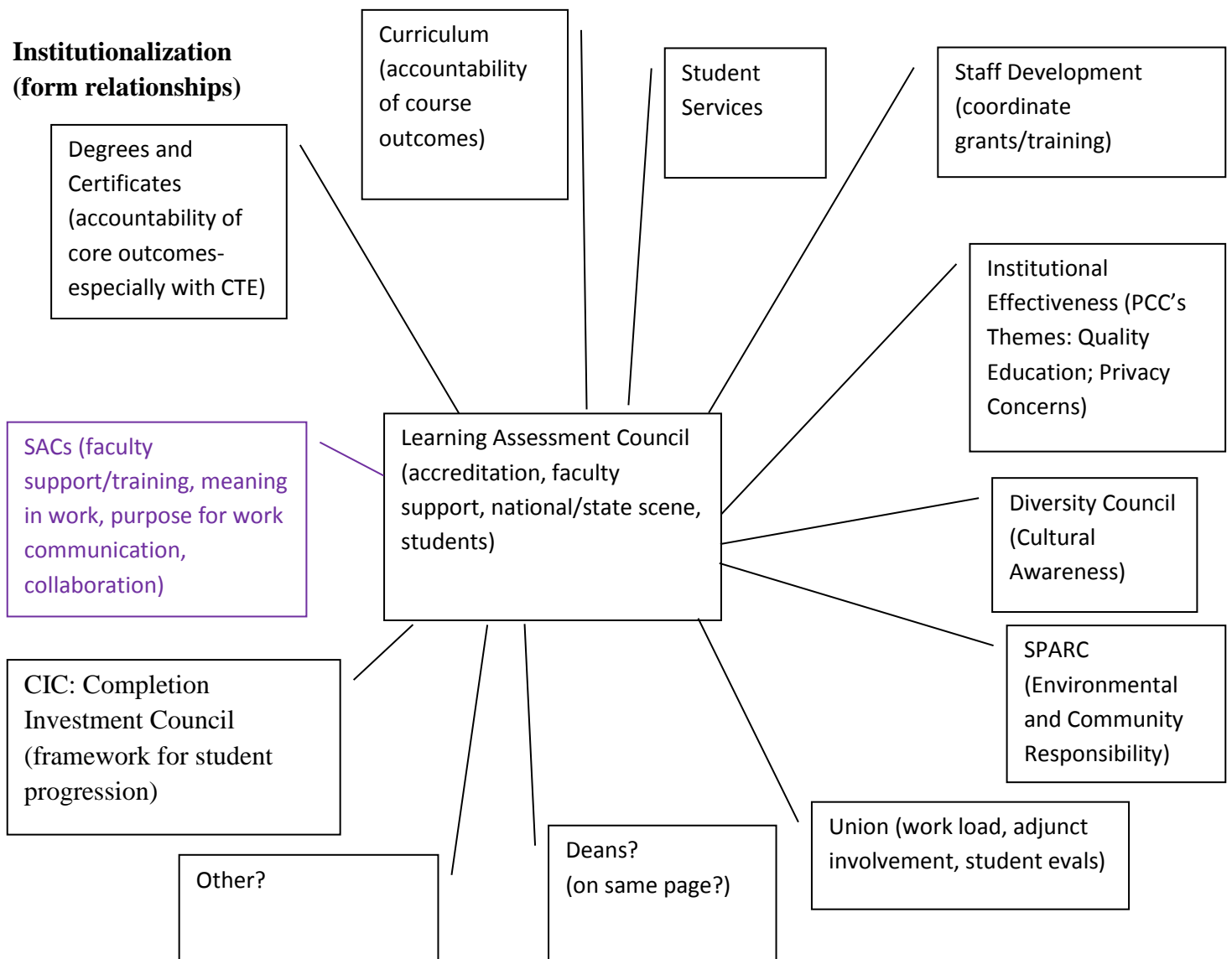
Assessment for Improvement Standards

- **Standard 4.A.6:** The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.
- **Standard 4.B.2:** The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Assessment for Accountability Standard

- **Standard 4.A.3:** The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

**Institutionalization  
(form relationships)**



**Outside:**

- Degree Qualifications Profile (DQP) (headed by Lane CC)
- Completion Agenda (40-40-20); OR Education Investment Board (OEIB); Rudy Crew
- Other?