Work Plan for Program Learning Outcome Leaders

1. **Charge**

The Learning Outcome Leaders will meet three times a year to ensure that program learning are assessed annually, to identify and review indicators to measure learning, to establish standards for assessment practice and documentation, and to develop a process to document assessment results and their application over time. Each Leader will be expected to communicate on a regular basis with the deans specific to the program / discipline across the college. The person in that role is also expected to communicate with colleagues who are leading the assessment activities on the other campuses, updating them, while also representing them in the college-wide meetings.

2. **Work Products: The Learning Outcomes Leaders (LOLs) will:**

   - Review and revise (as needed) learning outcomes
   - Align certificate and specialization outcomes to A.S. program outcomes (A.S. Faculty)
   - Complete the CCC form to request the changes for program learning outcomes
   - Map the course outcomes to the program outcomes
   - Update information in the Online Organizer
   - Lead discussion of PLOA plan in progress for fall and spring for their program or discipline
   - Outline faculty development needs (to respond to prior results) *(new work)*
   - Create a plan for reaching part-time faculty and anything else to implement the work *(new work)*
   - Plan, in collaboration with Career and Workforce Education, the Program Viability meeting *(new work)*
   - Work with deans to determine assessment needs *(new work)*

3. **Relevant Strategic Goals**

   - **Goal 2: Learning Assured**
     - Objective 2.1: Learning outcome
     - Objective 2.2: College-level writing
     - Objective 2.3: Completion of mathematics
     - Objective 2.4: Completion of 15 college-credits
     - Objective 2.5: Close achievement gaps
• Goal 3: Invest in Each Other
  o Objective 3.1: Collaboration

4. Sponsors of the Work
• VP for Academic Affairs and Planning (Primus)

5. Internal Stakeholders
• Faculty Development- Wendi Dew
• Director of Assessment- Laura Blasi
• Assistant Vice President, Curriculum and Assessment- Karen Borglum
• Academic Deans
• Campus Presidents
• Assistant Vice President, Career and Workforce Education- Nasser Hedayat
• Learning Outcome Leaders (see attached)

6. Design Principles
The Learning Outcome Leaders must:
• Move the college toward accomplishing its goals with: program learning outcomes assessment, institutional effectiveness, and front door alignment.
• Be collaborative and productive
• Communicate effectively with—and for—colleagues in college-wide meetings
• Be in conversation with deans and colleagues specific to the program / discipline across all locations to ensure consistent, collaborative assessment processes
• Update the Online Organizer
• Contribute to conversations about the institutional effectiveness of a program
• Provide assessment data for analysis
• Collaborate with colleagues in order to act on the results and findings
• Make any updates to the assessment work as needed

7. Principles for the Work
• Attend coordinated planning meetings from August through February
• Share work equitably
• Engage in thoughtful discussions resulting in a collaborative approach to ensure program effectiveness
8. **Design Process with Time Frame (times to change for next year)**

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<thead>
<tr>
<th>Deliverables</th>
<th>Time Frame</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>a. Discussion of PLOA plan in progress for fall and spring</td>
<td>Oct. Coordinated with the alignment work related to NSE and prior to Program Viability meeting</td>
<td>Learning Outcomes Leaders, Deans, Director of Faculty Development, Director of Institutional Assessment</td>
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<td>b. Outline of faculty development support needed (to respond to prior results) (new work)</td>
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<td>c. Outcomes reviewed and revised as needed with CCC form completed to request the changes for program learning outcomes</td>
<td>Oct. Before the CCC Oct. meeting deadline towards the November meeting</td>
<td>Learning Outcomes Leaders, Deans, Director of Institutional Assessment, collaborating with peer mentors from prior LAC</td>
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<td>d. Revised mapping of the outcomes and the courses</td>
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<td>e. Overall Online Organizer updates</td>
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<td>f. Peer review feedback using LAC-developed checklist and discussion (new work from LAC, using checklist already developed by LAC)</td>
<td>Nov-Dec.</td>
<td>Director of Faculty Development, Director of Institutional Assessment, collaborating with peer mentors from prior LAC</td>
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<td>g. Plan for assessment activities and communications, including follow-up to peer review and preparation for Assessment Day (new work) Planning survey completed.</td>
<td>February (prior to the Learning Symposium)</td>
<td>Learning Outcomes Leaders, Deans, Director of Faculty Development, Director of Institutional Assessment</td>
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<td>h. Report of plan results, next steps, process analysis, plan for any new outcomes to be assessed. Feedback survey completed.</td>
<td>May Following up Assessment Day activities (May reporting two weeks after Assessment Day)</td>
<td>Learning Outcomes Leaders, Deans, Director of Institutional Assessment</td>
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