

## Academic Affairs Presentation Checklist

**Name:** Tony Russell and Vickery Viles

**Date:** 2016 April 13

**Department:** VPI

**Agenda item:** Proposed Learning Outcomes and Assessment (LOA) Committee

Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

### OVERVIEW OF PROGRAM OR POLICY

In spring 2014, Academic Affairs approved the creation of a task force to guide the College's work on student learning outcomes and instructional assessment with the intent that the task force would eventually form a standing committee. After a two-year interlude, the attached proposal describes the rationale and charge for this proposed committee.

### BUDGET

N/A

### INSTRUCTIONAL REQUIREMENTS

N/A

### OPERATIONAL NEEDS, CURRENT AND FUTURE

N/A

### STUDENT IMPACT

When faculty use well-written student learning outcomes to organize and deliver course content, students get a better picture of what they learn and how they will learn it. When faculty assess programs and courses, students benefit from instruction that is intentionally aligned, thus ensuring that students have evenhanded opportunities to understand and succeed in their coursework, even if the delivery of that content differs from instructor to instructor. Finally, students benefit from the College's compliance with NWCCU accreditation standards.

### ANTICIPATED IMPLEMENTATION TIMELINE

If approved, this committee would commence work in the fall of AY 2015-16.

# Learning Outcomes Assessment Committee Proposal

## RATIONALE

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As a subcommittee to Academic Affairs, the Learning Outcomes Assessment (LOA) Committee plays a vital role in sustaining meaningful student learning outcomes assessment at COCC by

1. Building on the College's existing system of instructional assessment.
2. Ensuring that instructional assessment efforts are faculty led.
3. Leading the response to NWCCU accreditation recommendations concerning student learning outcomes and instructional assessment.<sup>1</sup>
4. Coordinating and communicating its efforts with faculty, Academic Affairs, the Vice President for Instruction, and the Director of Curriculum and Assessment.

## CHARGE

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By drawing on current best practices, LOA provides guidance, coaching, and leadership for the development and assessment of course- and program-level student learning outcomes by assisting faculty efforts to

- Map the relationships among and between courses, programs, and degrees.
- Compose, modify, and store student learning outcomes.
- Support and sustain a culture of inquiry and continuous improvement.
- Plan and design measureable learning activities and assessments.
- Gather and analyze evidence of learning.
- Reflect upon this evidence in order to improve the planning and design of courses and programs.
- Maintain a regular, consistent schedule of instructional assessment.
- Collect and store learning evidence.

## COMPOSITION

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LOA is comprised of the Director of Curriculum and Assessment and 7 full-time faculty members (2 from CTE and 2 from Transfer, 3 At-Large):

- Faculty are elected by the Faculty Forum.
- CTE and Transfer faculty members serve three-year terms.
- At-Large faculty members serve two-year terms.
- The committee elects a faculty member serving on the committee to serve as a committee chair for a one-year term on or around the first meeting date.

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<sup>1</sup> According to the Northwest Commission on Colleges and Universities (NWCCU) standards, "Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes."