ARTICULATE LEARNING OUTCOMES FOR COURSES TO ENHANCE STUDENT SUCCESS

Implementation Plan

RECOMMENDATION
Utilize the VCCS faculty peer group structure to articulate learning outcomes for courses, beginning with prerequisite courses and courses with high enrollment currently demonstrating low success rates and/or low persistence rates to subsequent courses and award completion. Included in this process would be the development of mutually agreed learning outcomes, associated learning objects, student achievement benchmarks, and multiple assessment methodologies.

TARGET OUTCOMES
- Improve learning outcomes.
- Increase student success.
- Contain costs.
- Improve adjunct faculty integration.
- Facilitate SACS accreditation.
- Increase data-driven decision making.
- Provide focused professional development.
- Metrics for ALO implementation and for each curriculum team

DELIVERABLES (for each course)
1) Revised course description.
2) Revised course prerequisites (if necessary).
3) Detailed student learning outcomes.
4) Indirect student achievement metrics and benchmarks (retention, success, and persistence).
5) Direct student learning outcomes assessments and benchmarks.
6) Open-source or publisher provided learning objects, including syllabus, e-text, learning activities, and intra-course assessments.
7) Research-based instructional standards and strategies.
8) Professional development strategy for discipline faculty.
9) Complete on-campus, hybrid, and online model courses (adoption is optional for each college).
ARTICULATE LEARNING OUTCOMES (ALO) WORKFLOW

ALO Workgroup
Select courses; Design ALO process

ALO Steering Committee
Monitor and assist Curriculum Teams

ALO Curriculum Team 1
Articulate outcomes, set benchmarks, etc.

Pilot College
On-campus, hybrid, online model courses

Pilot College
On-campus, hybrid, online model courses

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On-campus, hybrid, online model courses

Pilot College
On-campus, hybrid, online model courses
ALO TIMELINE OVERVIEW

F11
- Articulate Learning Outcomes workgroup selects ALO Courses 1, 2 & 3; develops standard ALO process; develops RFP for pilots; develops metrics

Sp12
- ALO Curriculum Team 1 revises course description and prerequisites; identifies learning outcomes, assessments, and benchmarks
- Steering Committee monitors and assists curriculum team and revises ALO process as needed

Su12
- ALO Curriculum Team 1 identifies instructional best practices and course materials; RFP for pilot colleges to develop model on-campus, hybrid, and online courses

F12
- ALO Course 1 pilot colleges implement model on-campus, hybrid, and online courses
- Begin ALO Courses 2 & 3

Sp13
- Collect and disseminate data and model courses from ALO Course 1 pilots
- ALO Curriculum Teams 2 & 3 conclude ALO process except for piloting
- RFP for ALO Courses 2 & 3
- Fully integrate into the VCCS the ALO process for future courses

Su13
- ALO Courses 2 & 3 pilot colleges implement model on-campus, hybrid, and online courses
ALO TIMELINE DETAILS

Fall 2011 – Prepare for Articulating Learning Outcomes (ALO)
- Develop communication plan for VCCS stakeholders.
- Finalize parameters for selecting ALO courses.
- Develop standard ALO process to be followed for each course.
- Identify 6-9 candidate ALO courses.
- Solicit feedback from faculty, CODD, and ASAC.
- Develop RFP incentive plan for pilot colleges.
- Develop metrics for the target outcomes and deliverables of the overall ALO implementation and for each curriculum team.
- Develop implementation plan for completed ALO courses.
- Seek approval form Vice Chancellor for AS & R for ALO target courses 1, 2 and 3.
- Constitute Steering Committee to guide curriculum teams.

Spring 2012 – ALO Course 1
- Continue communication with VCCS stakeholders (Steering Committee).
- Constitute Curriculum Team 1 (VCCS AS&R).
- Develop communication plan for discipline faculty (Curriculum Team).
- Revise Master Course File course descriptions.
- Review prerequisites.
- Write student learning outcomes statements.
- Identify student achievement benchmarks and assessment methodologies.

Summer 2012 – ALO Course 1
- Revise Spring 2012 materials in response to feedback.
- Identify research-based instructional standards and strategies.
- Identify open source / publisher provided content.
- Create professional development strategy for faculty.
- RFP for pilot colleges to develop model on-campus, online, and hybrid courses.

Fall 2012 – Pilot ALO Course 1; Begin ALO Courses 2 & 3
- Attain approval of revised course descriptions and student learning outcomes statements; include these in the VCCS Master Course File.
- Provide professional development to discipline faculty for implementing redesigned courses.
- Pilot colleges implement on-campus, hybrid, and online ALO Course 1 models
- Begin ALO Courses 2 & 3.

Spring 2013 – Disseminate ALO Course 1; Complete ALO Courses 2 & 3
- Report student learning outcomes and student achievement benchmarks and disseminate model courses from ALO Course 1 pilots
• Provide professional development for ALO Course 1
• Complete ALO Courses 2 & 3 except for piloting
• Integrate into the VCCS the ALO process for future courses

**Summer 2013 – Pilot ALO Courses 2 & 3**
• ALO Courses 2 & 3 pilot colleges implement on-campus, hybrid, and online models

**DESCRIPTIONS OF ALO IMPLEMENTATION ORGANIZATIONS**

**ALO Workgroup**
*Membership (~20):* Faculty, deans, VPs, Re-engineering committee, System Office representatives

*Role:* To establish the ALO process, from course selection to course implementation.

*Deliverables:*
- Communication plan
- Identification of ALO target courses
- Development of ALO Curriculum Team Plan
- Metrics for overall ALO process and Curriculum Team deliverables
- Incentive Plan / RFP for pilot colleges
- Implementation Plan for completed ALO courses

**ALO Steering Committee**
*Membership (~7, drawn primarily from ALO workgroup):* ALO chair, VCCS Professional Development Director or PDC representative, Instructional designer, metrics committee representative, System Office representative, faculty chairs of ALO courses 1-3.

*Role:* To monitor and assist curriculum teams.

*Deliverables:*
- Plan for communicating with curriculum team
- Progress benchmarks for curriculum team
- Revisions to ALO Curriculum Team Plan
- Assessment of Curriculum Team deliverables
- Facilitation of RFP for pilot colleges
- Follow through on Implementation Plan for completed ALO courses
- Constitution of ALO Curriculum Teams 2 & 3
- Oversight of Curriculum Teams 2 & 3 (as above)
- Implementation of plan to track and report student success metrics

**ALO Curriculum Team**
*Membership (~25):* One faculty representative from each college, instructional designer, metrics committee representative, VCCS PDC representative, ALO chair
Role: To implement the ALO process for the target course.

Deliverables:
- Mandated Materials (colleges required to adhere to these)
  - Course description
  - Course prerequisites
  - Detailed student learning outcomes
  - Indirect and direct student success benchmarks
  - Professional Development strategy for faculty
- Recommended Materials (colleges have the option to use or not use)
  - Open source or publisher provided instructional materials
  - Research-based instructional standards and strategies
  - Weekly course calendar
  - Course activities
  - Course assessments (tests, quizzes, writing assignments, lab assignments, etc.)
  - Fully developed on-campus, hybrid, and online courses (developed by pilot colleges)

APPROXIMATE ALO WORKGROUP CALENDAR

Oct. 14: ALO workgroup conference call
- Introductions
- Review of ALO recommendation and implementation plan
- Review of ALO Workgroup charge
- Identification of subcommittee chairs and members
- Charge to and timeline for subcommittees
- ALO Workgroup and Subcommittee internal communication strategies
- Agreement on date / location for F2F meeting

Oct. 14-28
- Subcommittees draft their proposals

Oct. 28: ALO F2F meeting
- Review
  - Communication plan
  - Target ALO courses recommendation
  - ALO metrics (for the overall process and for each Curriculum Team)
  - ALO Curriculum Team Plan and metrics
  - Incentive plan for pilot colleges RFP template and process
  - Implementation plan for completed ALO courses
Oct. 29 – Nov. 14
• Subcommittees revise proposals

Nov. 3-4: Update CFAC

Nov. 9-11: Update CODD / ASAC

Nov. 14 – Nov. 28
• Solicit feedback from VCCS stakeholders on list of 10-15 Potential ALO courses, Curriculum Team Plan, Pilot College Incentive Plan, ALO Courses Deliverables Implementation Plan, and Metrics Plan

Dec. 9
• Second F2F meeting
• Review and revise deliverables

Dec. 12
• Report progress to Re-engineering Task Force II

Dec. 19
• Submit list of 6-9 Potential ALO courses, Curriculum Team Plan, Pilot College Incentive Plan, ALO Courses Deliverables Implementation Plan, and Metrics Plan to Vice Chancellor for Academic Services and Research

Jan. 2012
• Constitute ALO Steering Committee
• Constitute ALO Curriculum Team 1
# VCCS ALO WORKGROUP MEMBERSHIP: FALL 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>College / Agency</th>
<th>Position</th>
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<tbody>
<tr>
<td>Dennis Abry</td>
<td>PVCC</td>
<td>Associate Professor of Psychology</td>
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<tr>
<td>Harriette Arrington</td>
<td>PDCC</td>
<td>Dean, Suffolk Campus</td>
</tr>
<tr>
<td>Ty Corbin</td>
<td>JSRCC</td>
<td>Dean of Educational Support</td>
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<tr>
<td>Ken Fairbanks</td>
<td>WCC</td>
<td>Director of Distance and Distributive Learning</td>
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<tr>
<td>Catherine Finnegan</td>
<td>VCCS</td>
<td>Dean of Educational Support Services</td>
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<tr>
<td>Debra Fitzgerald</td>
<td>BRCC</td>
<td>Associate Professor of Economics</td>
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<tr>
<td>Ruth Greene</td>
<td>RCC</td>
<td>Associate Professor of IST</td>
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<tr>
<td>Kim Gregory</td>
<td>VWCC</td>
<td>Associate Professor of Early Childhood Education</td>
</tr>
<tr>
<td>Sherri Huffman</td>
<td>DCC</td>
<td>Director of Institutional Planning, Research and Externally Funded Programs</td>
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<tr>
<td>Dan Lewis</td>
<td>VCCS</td>
<td>Director of Educational Programs</td>
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<tr>
<td>Sarah Nielsen</td>
<td>GCC</td>
<td>Assistant Professor of Psychology</td>
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<td>Nan Ottenritter</td>
<td>VCCS</td>
<td>Director of Professional Development</td>
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<tr>
<td>Patricia Parker</td>
<td>GCC</td>
<td>Instructor of Math</td>
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<tr>
<td>Steven Sachs</td>
<td>NVCC</td>
<td>Vice President, Instructional &amp; Information Technology</td>
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<tr>
<td>Jane Serbousek</td>
<td>NVCC</td>
<td>Assistant Professor of Mathematics</td>
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<tr>
<td>Jennifer Schaefer</td>
<td>LFCC</td>
<td>Assistant Professor of English</td>
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<tr>
<td>Patrick Tompkins (Chair)</td>
<td>JTCC</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>Martin Zahn</td>
<td>TNCC</td>
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