Articulating Learning Outcomes

in the Virginia Community College System

A How-To Guide

Report of the

ALO Workgroup

December 2011
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Acknowledgements

In December 2010, Virginia’s State Board for Community Colleges endorsed a recommendation to Articulate Learning Outcomes for Courses to Enhance Student Success (ALO). In September 2011, the ALO Workgroup, comprised of faculty and administrators from 14 Virginia Community College System (VCCS) colleges and representatives from the VCCS System Office, was constituted to begin ALO implementation. The Workgroup had two primary charges. First, the Workgroup used quantitative and qualitative criteria to recommend the initial courses to engage the ALO process in the VCCS. Second, using the recommendation approved by the State Board and the general implementation strategy the VCCS Re-engineering Task Force designed to support the recommendation, the Workgroup created detailed plans for ALO implementation. The Workgroup’s processes and deliverables were informed by the extensive literature on course re-engineering projects across the nation; by VCCS experience re-engineering curricula such as developmental mathematics and English; by Northern Virginia Community College’s Academic Transformation process; and by the results of a survey of VCCS faculty, deans, vice presidents, and presidents conducted between November 14 and November 29, 2011. Updates on the processes and progress of the Workgroup were shared and additional feedback was solicited at the Fall 2011 VCCS Peer Group meetings; the New Faculty Seminar; meetings of the Chancellor’s Faculty Advisory Committee, the Academic and Student Affairs Council, and the Advisory Council of Presidents; and in Chancellor Dubois’ August, October, and December 2011 email updates to VCCS stakeholders about re-engineering projects.
The Virginia Community College System thanks Mr. Patrick Tompkins, the chair of the ALO Workgroup, and ALO Workgroup subcommittee chairs Mr. Martin Zahn, Dr. Steven Sachs, Ms. Ruth Greene, and Ms. Debra Fitzgerald. The following VCCS System Office staff provided overall leadership, counsel, resources, data, and technical support: Dr. Susan Wood, Dr. Daniel Lewis, Ms. Nan Ottenritter, and Dr. Catherine Finnegan. Special thanks to the VCCS faculty, administrators, and staff who asked questions of and offered suggestions to the Workgroup. Ms. Jen Schaefer is commended for her editorial assistance in the preparation of this report.
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Executive Summary

In December 2010 Virginia’s State Board for Community Colleges endorsed the following Virginia Community College System (VCCS) Re-engineering Task Force recommendation:

Articulate Learning Outcomes for Courses to Enhance Student Success

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.

This initiative is grounded in extensive literature related to articulating learning outcomes and VCCS experience of doing so in disciplines such as developmental mathematics and developmental English. The Articulate Learning Outcomes (ALO) initiative is a discipline faculty led process to develop articulated learning outcomes for a specific course in sufficient detail such that students will achieve the same basic outcomes regardless of where the course is taught or who teaches it. The Re-engineering Task Force (RETF), informed by extensive consultations with faculty, administrators, and staff, designed an overall process for ALO implementation, including target outcomes, deliverables, and a timeline (see Appendix A). The ALO initiative focuses on alignment, faculty talent, and student achievement.
• **Alignment:** Aligning learning outcomes with instructional delivery and assessment strategies within a course and among faculty across VCCS colleges.

• **Faculty Talent:** leveraging faculty talent to lead the ALO initiative and to design and deliver learning outcomes.

• **Student Achievement:** Enhancing student learning and success by articulating learning outcomes, identifying and developing model instructional materials, and using multiple assessment methodologies and benchmarks to assess student achievement.

The role of the ALO Workgroup was to recommend the first courses to engage the ALO process and to develop detailed implementation plans for the ALO initiative based on the framework established by the RETF. After the submission of the Workgroup’s final report to the VCCS, a Steering Group drawn from the Workgroup and from VCCS faculty will be constituted to guide and revise the ALO process as necessary.

Faculty are positioned at the center of ALO implementation: they offered suggestions for modifying the original RETF recommendation and the general implementation strategy the VCCS Re-engineering Task Force designed to support the recommendation; they comprised a majority of members of the ALO Workgroup; they will constitute a majority of members of the ALO Steering Group that will further guide the ALO process and the Pilot Team Award Committee that will award grants to teams of faculty to develop model courses; they provided feedback through the ALO Survey and many VCCS conferences and meetings; they will staff the Curriculum Committees that will articulate the learning outcomes for courses in their disciplines; they will submit
Pilot Team applications to develop model courses in on-campus, online, and hybrid formats; and ultimately they will use the model Pilot Team courses or their own, unique iterations of instruction to deliver the agreed upon learning outcomes and student achievement benchmarks. There are four faculty-directed major elements to ALO implementation:

1. A Curriculum Committee, with faculty representatives from each college, will articulate the learning outcomes for a course in their discipline.

2. Each Curriculum Committee will identify its own multiple methodologies for assessing student learning and achievement.

3. Pilot Teams will be awarded $5,000 grants to implement the Curriculum Committee’s work in on-campus, online, and hybrid iterations of the course.

4. Each college will retain autonomy in deciding whether to adopt Pilot Team courses or to continue creating unique methods for delivering agreed upon learning outcomes.

Accordingly, the ALO Workgroup developed specific plans for each stage of ALO implementation, including a Course Selection Plan, Curriculum Committee Plan, Pilot Team Plan, Metrics Plan, and Course Dissemination Plan.

Thus, this final report of the ALO Workgroup provides a ranked list of courses recommended to be first to engage the ALO process and a How-To Guide for articulating learning outcomes for courses in the VCCS. This guide will be modified by the ALO Steering Group and by the Curriculum Committees as necessary during ALO implementation. Additional ALO related resources are available on the VCCS Rethink website (rethink.vccs.edu).
Context for the ALO Workgroup

In December 2010 Virginia’s State Board for Community Colleges endorsed the following Virginia Community College System (VCCS) Re-engineering Task Force (RETF) recommendation:

**Articulate Learning Outcomes for Courses to Enhance Student Success**

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.

An extensive literature of theory, research, and practice related to articulating learning outcomes to enhance student learning and achievement grounds this work. In the VCCS, examples of these efforts include the common student learning outcomes initiatives in developmental mathematics, developmental English, and the College Success Skills course, as well as the Teaching Online Program (TOP), Instructional Design for Online Learning (IDOL), and Multimedia for Online, Distance, and E-learning (MODEL) courses that were collaboratively developed by a group of VCCS colleges to serve current and prospective online instructors. The Articulate Learning Outcomes (ALO) initiative is a discipline faculty led process to develop articulated learning outcomes for a specific course in sufficient detail such that students will achieve the same basic outcomes regardless of where the course is taught or who teaches it. The ALO recommendation adopted by the State Board resulted from extensive consultations with
VCCS faculty, staff, and administrators. The ALO initiative focuses on alignment, faculty talent, and student achievement.

- **Alignment**: Aligning learning outcomes with instructional delivery and assessment strategies within a course and among faculty across VCCS colleges.

- **Faculty Talent**: Leveraging faculty talent to lead the ALO initiative and to design and deliver learning outcomes.

- **Student Achievement**: Enhancing student learning and success by articulating learning outcomes, identifying and developing model instructional materials, and using multiple assessment methodologies and benchmarks to assess student achievement.

The overall ALO implementation plan was designed and supported by the VCCS Re-engineering Task Force (RETF) and disseminated at VCCS Peer Group meetings in the Fall 2010, Spring 2011, and Fall 2011 semesters; at Chancellor’s Town Hall meetings in Fall 2010 and Spring 2011; at 2010 and 2011 meetings of the Advisory Council of Presidents, the Academic and Student Affairs Council, the Council of Deans and Directors, and the Chancellor’s Faculty Advisory Committee; at the 2011 New Horizons Conference; in updates posted on the Rethink website (rethink.vccs.edu); and in several of Chancellor Dubois’ 2011 email updates to VCCS stakeholders about VCCS re-engineering projects. The following ALO Target Outcomes were identified by the RETF:

- Improve learning outcomes.

- Increase student success.

- Contain costs.
• Improve adjunct faculty integration.
• Facilitate SACS accreditation.
• Increase data-driven decision making.
• Provide focused professional development.
• Develop metrics for the ALO implementation and for each Curriculum Committee.

The following materials will be developed by each ALO Curriculum Committee and/or associated Pilot Teams:

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).

Faculty are positioned at the center of ALO implementation: they offered suggestions for modifying the original RETF recommendation and the general implementation strategy the VCCS Re-engineering Task Force designed to support the
recommendation; they comprised a majority of members of the ALO Workgroup; they will constitute a majority of members of the ALO Steering Group that will further guide the ALO process and the Pilot Team Award Committee that will award grants to teams of faculty to develop model courses; they provided feedback through the ALO Survey and many VCCS conferences and meetings; they will staff the Curriculum Committees that will articulate the learning outcomes for courses in their disciplines; they will submit Pilot Team applications to develop model courses in on-campus, online, and hybrid formats; and ultimately they will use the model Pilot Team courses or their own, unique iterations of instruction to deliver the agreed upon learning outcomes and student achievement benchmarks.

In September 2011, the ALO Workgroup of eleven faculty and five administrators from fourteen VCCS colleges, with three VCCS System Office ex officio members providing support, was constituted. The Workgroup had two primary charges. First, the Workgroup used quantitative and qualitative criteria to recommend the initial courses to engage the ALO process in the VCCS. Second, using the recommendation approved by the State Board and the general implementation strategy the VCCS Re-engineering Task Force designed to support the recommendation, the Workgroup created detailed plans for ALO implementation. The Workgroup’s processes and deliverables were informed by the literature on course re-engineering projects across the nation and by VCCS experience re-engineering curricula. The results of the ALO survey of VCCS faculty, deans, vice presidents, and presidents conducted between November 14 and November 29, 2011 were especially important; the Workgroup reviewed every rating and comment, discussed the offered suggestions, and revised Workgroup materials informed by that feedback.
Updates on the processes and progress of the Workgroup were shared at the Fall 2011 VCCS Peer Group meetings; the New Faculty Seminar; meetings of the Chancellor’s Faculty Advisory Committee, the Academic and Student Affairs Council (ASAC), and the Advisory Council of Presidents; and in Chancellor Dubois’ August, October, and December 2011 email updates on VCCS re-engineering projects.

After the submission of this final report of the Workgroup to the VCCS, including a ranked list of courses the Workgroup recommends as the first to engage the ALO process, the Vice Chancellor for Academic Services and Research (AS&R) will consult with the executive committee of ASAC to make the final selection of the first three ALO courses. Subsequently, an ALO Steering Group drawn from the Workgroup and from VCCS faculty will be constituted to guide the work of the Curriculum Committees and Pilot Teams and to revise the ALO process as necessary. The first Curriculum Committee is scheduled to begin its work early in the Spring 2012 semester; it is expected that the first Pilot Teams will begin their design of model courses in the Fall 2012 semester.

There are four faculty-directed major elements to ALO implementation:

5. A Curriculum Committee, with faculty representatives from each college, will articulate the learning outcomes for a course in their discipline.

6. Each Curriculum Committee will identify its own multiple methodologies for assessing student learning and achievement.

7. Pilot Teams will be awarded $5,000 grants to implement the Curriculum Committee’s work in on-campus, online, and hybrid iterations of the course.
8. Each college will retain autonomy in deciding whether to adopt Pilot Team courses or to continue creating unique methods for delivering agreed upon learning outcomes.

Accordingly, the ALO Workgroup developed specific plans for each stage of ALO implementation.

- The Course Selection Plan includes the quantitative and qualitative criteria, data analysis, solicitation of feedback, and final determination of a ranked list of four courses recommended to be first to engage the ALO process.

- The Curriculum Committee Plan provides a step-by-step process and a timeline for articulating learning outcomes for each course.

- The Pilot Team Plan lays out the process for putting out a request for proposals to VCCS faculty to develop model ALO courses in on-campus, online, and hybrid formats that can be adopted or adapted by faculty across the VCCS. The plan includes an application package and grant application review rubric.

- The Metrics Plan describes the outcomes, measures, target achievement levels, collection methods, and correlation with the VCCS Achieve 2015 strategic plan for assessing the impact of the ALO initiative on improving student outcomes and lowering costs.

- The Course Dissemination Plan identifies the necessary steps to disseminate the Curriculum Committee and Pilot Team deliverables to VCCS faculty and encourage the use of these materials.
Thus, this final report of the ALO Workgroup is the How-To Guide to articulating learning outcomes for courses in the VCCS. This Guide will be modified by the ALO Steering Group and by the Curriculum Committees as necessary during ALO implementation. Additional ALO related resources are available on the VCCS Rethink website (rethink.vccs.edu).

**Implementation Unknowns**

The Workgroup identified several issues that were beyond its remit but which must be addressed so that the considerable monetary, personnel, and time resources the VCCS has committed to the 2011-2013 phase of ALO implementation will yield the significant benefits to cost and student outcomes that motivated the RETF’s development of ALO as one of its signature ten “Big Ideas.”

- **Implementation of the ALO metrics plan:** Who will gather and analyze the data? How will it be disseminated and to whom? What actions will follow reporting?

- **Implementation of the Curriculum Committee deliverables:** Where will Curriculum Committee deliverables be housed? How will they be disseminated to colleges and their faculty? How will colleges be held accountable for implementation?

- **System-wide reporting of indirect and direct Curriculum Committee metrics:** Who will be responsible for gathering, analyzing, and disseminating the data generated by the multiple methodologies and achievement benchmarks related to student learning and achievement (e.g. retention, persistence, and award
attainment) identified by each Curriculum Committee? What action will follow reporting?

- **Housing of Pilot Team deliverables**: Where and how will Pilot Team deliverables be housed? How will they be disseminated? What mechanisms will be put in place for ongoing review and revision of the model courses?

- **ALO beyond courses 1-3**: After the 2011-13 phase of implementing ALO courses 1-3, how will the ALO process be sustained and integrated into the operations of the VCCS so that all courses undergo re-engineering to enhance student success?
Course Selection Plan

Description and Purpose

The Course Selection Plan provides the criteria and method for selecting the first courses to engage the ALO process. Guided by suggestions provided by VCCS faculty, staff, and administrators over the last year, the Course Selection Subcommittee applied both quantitative and qualitative criteria to generate a list of courses for consideration using data supplied by the VCCS Office of Institutional Effectiveness. The goal of the ALO initiative is to improve student learning and success. As a result, a guiding principle for course selection was impact on the greatest number of students.

The data gathering yielded a list of eleven candidate courses. A survey of faculty and administrators provided the Subcommittee with a sense of which criteria were most important and which courses would be best suited to engage the ALO process first. After extensive review and discussion, the sixteen voting members (eleven faculty and five administrators) of the ALO Workgroup created a final ranked list of four courses to recommend to the VCCS for ALO re-engineering.

Procedures Followed

1) The Course Selection Subcommittee used quantitative and qualitative criteria suggested by the following sources to generate a list of courses for ALO re-engineering: the VCSC Re-Engineering Task Force; VCCS faculty, staff, and administrators; the ALO Workgroup; and the Course Selection Subcommittee itself. The Subcommittee initially sought to develop a list of courses that would present as many options as possible for final selection with the assumption that
courses could be culled later and that it may be useful to group courses, e.g. PSY 200/201/202.

a) Quantitative Selection Criteria

- Courses should enroll large numbers of students.
- Courses should be taught at all or almost colleges.
- Courses should have lower student success rates relative to other courses. Any increase in success rates in these courses should ultimately have a positive effect on transfer and graduation rates. Readers should keep in mind that any particular average success rate percentage masks significant success variation among colleges, campuses, and faculty.
- Courses for which a large number of sections are taught by adjunct faculty should be identified. Large numbers of adjunct faculty make it more challenging to provide consistency in learning outcomes across sections. Articulating learning outcomes for these courses should facilitate the integration of adjunct faculty and their instructional practices into the college and discipline.
- Courses that serve as prerequisites to a large number of courses and/or to graduation would have a large impact on student success.

b) Qualitative Selection Criteria

- Disciplines which express an interest in being the first to engage the ALO process should be given due consideration. This strategy may increase the success of the initial course changes—success will breed more success.
• Course content may be a factor. Some courses are by their nature easier to articulate than others because their learning outcomes are especially concrete.

• English and mathematics courses were excluded from the list of recommended courses because of the extensive re-engineering work already occurring in these disciplines. Similarly, SDV 100 was not considered because of its recent reorganization.

2) Based on these criteria, the Subcommittee identified data needed to create an initial list of courses to submit for comment by faculty and administrators.

3) The VCCS provided the following data for the 2010-2011, 2009-2010, and 2008-2009 academic years. Data were only analyzed for courses with enrollments of 500 or more each across the VCCS.

a) Top 13 courses taught at all 23 colleges by enrollment. Enrollment and course success rates (defined by earning a grade of A, B, or C) were provided.

b) Top 100 courses by academic enrollment for the academic years listed. Enrollment and course success rates were provided.

c) Top 100 courses with the lowest success rate ranking relative to other courses. Rates of “D,” “F,” and “W” grades were provided.

d) Top 100 courses by percentage of adjunct instructors. Also included were course success rates, total sections taught, and course enrollment.

4) Table 1 shows the top 11 courses that emerged from the above selection criteria.

Please note:

• Only courses with enrollments greater than 500 were reviewed: N = 312.
• The courses are listed in alphabetical order, not in priority order.
  Prioritizing was part of the review process by VCCS stakeholders and the decision-making process identified in the ALO Implementation Plan.
• Data associated with each course are drawn from the 2010-2011 academic year.
• Table 1 indicates that no single criterion provided an adequate description of the course; however, eight courses ranked in the bottom 25% in course success rates, and only CHM 111 and SOC 201 are not in the top twenty courses in enrollment.
Table 1. Top 11 VCCS Courses by ALO Selection Criteria, 2010-2011 Data.

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment Rank</th>
<th>Course Enrollments</th>
<th>Course Success Rates</th>
<th>Success Rate Rank</th>
<th>% Taught By Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>17</td>
<td>11,550</td>
<td>74.85</td>
<td>296</td>
<td>36.7</td>
</tr>
<tr>
<td>BIO 101</td>
<td>5</td>
<td>25,651</td>
<td>77.93</td>
<td>268</td>
<td>64.9</td>
</tr>
<tr>
<td>CHM 111</td>
<td>27</td>
<td>7,795</td>
<td>79.42</td>
<td>247</td>
<td>46.9</td>
</tr>
<tr>
<td>ECO 201</td>
<td>13</td>
<td>13,209</td>
<td>77.71</td>
<td>272</td>
<td>48.2</td>
</tr>
<tr>
<td>HIS 121</td>
<td>6</td>
<td>23,805</td>
<td>79.67</td>
<td>244</td>
<td>64.3</td>
</tr>
<tr>
<td>ITE 115 (^1)</td>
<td>4</td>
<td>39,184</td>
<td>78.23</td>
<td>265</td>
<td>59.6</td>
</tr>
<tr>
<td>CST 100 (^1)</td>
<td>10</td>
<td>14,687</td>
<td>86.47</td>
<td>105</td>
<td>60.4</td>
</tr>
<tr>
<td>PSY 200 (^1)</td>
<td>20</td>
<td>10,966</td>
<td>77.14</td>
<td>276</td>
<td>61.2</td>
</tr>
<tr>
<td>PSY 201 (^1)</td>
<td>11</td>
<td>14,130</td>
<td>76.68</td>
<td>284</td>
<td>58.1</td>
</tr>
<tr>
<td>SOC 200 (^1)</td>
<td>18</td>
<td>11,309</td>
<td>81.29</td>
<td>218</td>
<td>52.4</td>
</tr>
<tr>
<td>SOC 201 (^1)</td>
<td>28</td>
<td>7,611</td>
<td>81.25</td>
<td>219</td>
<td>55.2</td>
</tr>
</tbody>
</table>

\(^1\) Course offered at 22 VCCS colleges. All others offered at 23 VCCS colleges.
4) Informed by the selection criteria ranking and the course selection ranking results of the ALO survey of faculty and administrators, the Subcommittee weighed the position of each course on the list using the data provided. The following issues were given high priority.

a) The course should be offered at all or almost all of the VCCS colleges. It is important that as much of the system as possible be involved to validate the process and gain acceptance by as many faculty as possible.

b) The course should also have high enrollment to maximize the impact. Selecting a low enrollment course would limit the benefit and reduce the number of faculty engaged in the ALO process system-wide.

c) Almost all courses on the selection list ranked in the bottom 25% among the top 312 courses taught in the VCCS (SOC 200 and 201 ranked in the bottom one third, and CST 100 ranked in the second quartile). Although one survey respondent commented that success rates of 75% are satisfactory and don’t warrant course re-engineering, improving on the rate of students who do not successfully complete these courses will provide significant student achievement and cost-benefit outcomes. For example, using 2010-2011 enrollment figures, raising the BIO 101 success rate by just seven percentage points would mean that $870,000 in student tuition will not have gone to waste; total savings would be much higher if state funding is also included. Furthermore, a 75% success rate masks significant success rate variation across colleges, campuses, and faculty. If all other factors are equal, re-engineering a course with a lower success ranking would benefit students the most.
d) Adjunct faculty need and deserve to be given guidance on what is expected in terms of content coverage, objectives, and student achievement. Articulating learning outcomes will benefit courses with large numbers of adjunct faculty. In general, high enrollment courses also have a high number of sections taught by adjunct faculty.

e) A further consideration is a discipline’s interest in the ALO process. For example, at their Fall 2011 meeting, the Psychology Peer Group expressed a desire to be the first discipline to engage the ALO process.

f) The final selection of courses should represent a range of disciplines in order to spread the effects of the ALO initiative widely throughout the VCCS and to engender the participation of faculty from a variety of disciplines.

g) The Subcommittee only considered the first course in a sequence under the assumption that the ALO process would also be engaged for the second course at a later time.

h) Faculty participation and significant outcomes of the ALO process for the first courses are paramount for the success of the overall ALO initiative. Success will breed more success.

**Final ALO Workgroup Course Selection Recommendation**

The ALO Workgroup of eleven faculty and five administrators agreed that the top five courses that emerged from the results of the ALO survey of faculty and administrators (BIO 101, ITE 115, PSY 200, HIS 121, ACC 211) were the best candidates to consider for the first round of ALO re-engineering. After further discussion and voting, HIS 121 was removed from the list because there is no history Peer Group in
the VCCS; both the ALO recommendation adopted by the State Board and the judgment of the ALO Workgroup indicated that VCCS Peer Group participation would be an essential contributor to a successful outcome of re-engineering a course. The Workgroup also noted that the remaining four courses represented a desired diversity of disciplines. After further extended review and discussion of the ALO target outcomes, the course selection criteria, and the results of the ALO survey, Workgroup members decided on a final ranking. Table 2 shows the results of the ranking of each course by each of the sixteen Workgroup members; the rankings were scored with four points being awarded to a first place ranking, three to second place, two to third place, and one to fourth place.

Table 2. ALO Workgroup’s Final Course Selection Ranking.

<table>
<thead>
<tr>
<th>Priority Rank</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td>BIO 101</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>ACC 211</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>ITE 115</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>29</td>
</tr>
</tbody>
</table>

The following discussion correlates essential selection criteria with the final course rankings of the Workgroup:

**PSY 200**

1. Overall ALO Workgroup ranking score: 54 (out of 60), with 10 out of 16 possible first place rankings.

2. Faculty interest: At their Fall 2011 meeting the PSY Peer Group expressed a desire to be the first discipline to engage the ALO process.
3. Yearly enrollment rank: 20 out of the 312 courses with the highest enrollments.
4. Student success rank: 276 out of the 312 courses with the highest enrollments.
5. Frequently selected by students to fulfill a social science requirement.

**BIO 101**

1. **Overall ALO Workgroup ranking score: 44.**
2. Yearly enrollment rank: 5 out of the 312 courses with the highest enrollments.
3. Student success rank: 268 out of the 312 courses with the highest enrollments.
4. Course most commonly selected by students to fulfill a lab science requirement.
5. Ranked behind PSY 200 in part because it will be easier to begin the ALO process with a non-lab course.

**ACC 211**

1. **Overall ALO Workgroup ranking score: 33.**
2. Yearly enrollment rank: 17 out of the 312 courses with the highest enrollments.
3. Student success rank: 296 out of the 312 courses with the highest enrollments.
4. Required course for some business programs; prerequisite for ACC 212.

**ITE 115**

1. **Overall ALO Workgroup ranking score: 29.**
2. Yearly enrollment rank: 4 out of the 312 courses with the highest enrollments.
3. Student success rank: 265 out of the 312 courses with the highest enrollments.
4. Required course for many programs.

Two additional essential criteria that informed course selection were that the final list should draw on different disciplines in order to broaden the engagement of faculty in the ALO process and that the course affect a large number of students across VCCS colleges.
The ALO Workgroup submitted the above final course ranking list to the VCCS on December 14, 2011 (see Appendix B). The Vice Chancellor for Academic Services and Research, in consultation with the executive committee of the Academic and Student Affairs Council, will make the final selection of the three courses to be first to engage the ALO process. The first faculty Curriculum Committee is expected to begin articulating learning outcomes for a course in their discipline in the Spring 2012 semester.
Curriculum Committee Plan

Description and Purpose

The ALO initiative is a discipline faculty led process to develop articulated learning outcomes for a specific course in sufficient detail such that students will achieve the same basic outcomes regardless of where the course is taught or who teaches it. A Curriculum Committee with representatives from the specific discipline at every college will develop the learning outcomes. The learning outcomes need to be specific, use action verbs, and be measurable so that faculty can agree on what they mean and how they will be measured—rather than just a general statement or expectation. These learning outcomes may not represent all the learning outcomes for a particular section of the course, but should account for the essential knowledge, skills, and abilities that all students who complete the course must be able to demonstrate. All faculty in the discipline will have a chance to review and comment on the learning outcomes before they are finalized. In addition to learning outcomes, the ALO Curriculum Committee will create an annotated resource repository of instructional materials, strategies that faculty have found effective in helping students achieve the stated outcomes, multiple assessment methodologies, and student achievement benchmarks. The work of the Curriculum Committee should take no more than two semesters per course.

Course Ownership

Each course is the ultimate responsibility of the faculty at each college. All colleges will adopt the course description, prerequisites, student learning outcomes and achievement measures developed by the Curriculum Committee. Colleges may elect to adopt fully developed courses designed and tested by the Pilot Teams (see the Pilot Team...
Plan). Colleges are free to modify and/or expand upon a Pilot Team course or to develop their own version of a course to suit local needs, provided they adhere to all of the articulated learning outcomes. It is expected that the Peer Groups will share information on courses and outcomes of course iterations developed using the ALO process and regularly review and initiate the ALO curriculum process to update the learning outcomes as needed. Individual colleges are expected to ensure their version of the course continues to meet the agreed upon student learning outcomes and has an assessment plan to determine whether students have achieved the learning outcomes.

**Organizing the Curriculum Committee**

Each ALO Curriculum Committee will be comprised of one faculty representative from that specific discipline from each college, with two representatives each from Northern Virginia Community College and Tidewater Community College due to their size. The faculty in the specific discipline at each college will choose their representative with the approval of the college vice president. Representatives must be team-oriented, committed to the success of the ALO initiative for the course in their discipline, effective communicators with full-time and adjunct peers in the discipline at their college, and prepared to volunteer their time and talent over two semesters; it is recommended that the Vice Chancellor for AS&R issue a statement of expectations for Committee representatives when soliciting Curriculum Committee nominees from colleges. If a college decides not to have a formal Committee member, at least one person should be assigned as a liaison to facilitate communication and feedback.
1. The VCCS ALO Steering Group will work with the ALO Curriculum Committee
to assist them in the ALO process and with moving the Curriculum Committee
deliverables through the VCCS governance process.

2. The chair of the Curriculum Committee will be selected by the Vice Chancellor
for AS&R from faculty in the discipline. The college from which the chair is
drawn may elect to also send a faculty nominated representative to the
Committee.

3. Regardless of the number of Committee members from a college, each college
only gets one vote on the Committee.

4. At the first meeting, the Committee should develop a communication plan to keep
all faculty in the discipline informed. It should also include the names of all
campus representatives and liaisons. It is important to have frequent and robust
communication to ensure that all faculty have ownership of the results. Feedback
should be solicited at every stage. Ideally, there will be face-to-face discussion as
well. The communication plan should be reviewed periodically.

5. The Committee communication plan should also involve the Peer Group.
However, since not all disciplines have equally active Peer Groups and not all
colleges participate actively in the Peer Groups, the Committee should determine
the appropriate role for its Peer Group.

6. The Committee should schedule time for the Committee members to bond at the
first meeting and to celebrate the successful completion of the draft and the final
plan.
7. At its first meeting, the Committee should create a tentative schedule of face-to-face, teleconference, and virtual online meetings.

8. The Committee should plan to bring in consultants to assist with structure, strategy, and statements, particularly in writing the student learning outcomes and in identifying or developing multiple assessment methodologies and benchmarks.

Developing the Student Learning Outcomes

1. At the first meeting, the Curriculum Committee should reserve some time for brainstorming, looking at success rates and discussing the nature of student problems and factors contributing to student success, asking “What does a course/program completer look like; what do they know and what can they do?” This will enable the Committee to establish a shared set of specific principles or factors that may be considered as the subcommittees begin their work on learning outcomes and for use by the colleges in designing their specific courses based on the learning outcomes. It would be helpful for the Committee chair to distribute any relevant data available from the colleges or the office of AS&R before the first meeting for members to read ahead of time and be prepared to discuss. The Committee should also establish a plan to seek or gather for itself additional data. Relevant data will include, but is not limited to, the following:

- Existing assessment data
- Prerequisites
- Specific barriers to student success
- Standard from regional or national accrediting bodies and discipline organizations
- Existing VCCS or college standards
- Results from focus groups of students organized by individual colleges
- VCCS General Education Goals

2. It is recommended that the Committee divide into subcommittees for discussions and then come back together as a large group. Subcommittees should have at least five members. Course content should be divided among the subcommittees for development of learning outcomes.

3. The Committee should review the course description and broad goals from the VCCS Master Course File and Course Content Summary. College representatives should provide their own college’s goals and learning outcomes for consideration by the subcommittees. If the Committee deems it necessary, it should propose revisions to the course description and prerequisites and work with the ALO Steering Group to move those revisions through the VCCS governance process. (The VCCS Master Course File prerequisites are the minimum requirements required of students at all colleges to enroll in a given course. Colleges can add additional prerequisites to meet local needs.)

4. The Committee will develop broad course goals with specific learning outcomes for each goal to adequately address the required knowledge, skills, and abilities for completion of the course. The learning outcomes need to be specific, use action verbs, and be measurable so that faculty can agree on what they mean and how students will demonstrate they have mastered the learning outcome—rather than just a general statement or expectation. The Committee should focus on
specific skills students must have at the end of the course rather than broad
statements about content to be covered.

5. Before starting to write specific learning outcomes the Committee should bring in
a consultant to provide professional development on writing measurable learning
outcomes.

6. The Committee should map goals and learning outcomes to VCCS General
Education Goals.

7. If applicable, the Committee should align course learning outcomes with those
required or identified by four-year institutions, regional or national accrediting
bodies and discipline organizations, and industry.

8. There needs to be a common numbering system for broad goals and specific
learning outcomes. This is helpful for both discussing them and planning
evaluation.

9. The first draft of course description, broad goals, and specific student learning
outcomes should be completed within the first 12 weeks to allow time for the
draft to be circulated to all faculty in the discipline for their feedback.

10. The second, and subsequent, drafts should also be circulated to all faculty prior to
formal adoption by the Committee.

11. If the learning outcomes will affect other disciplines, the draft should be shared
with faculty from other appropriate disciplines to get feedback on whether it
meets their needs as a prerequisite.

12. The Committee should vote on each decision and keep a decision tracking log.
Each college only gets one vote. It is suggested that there be a preliminary vote,
with a final vote coming at the following meeting allowing time for reflection and discussion at the colleges between meetings. No abstentions allowed.

13. The essential student learning outcomes created by the Curriculum Committee will be common across all colleges; however, colleges may insert additional student learning outcomes to meet local needs. The implementation of the student learning outcomes through the delivery of instruction will be college specific.

14. The Committee should bring in one or more assessment experts to provide professional development on best practices for assessing student learning outcomes and student success.

15. While the Committee will identify the expectations for demonstrating achievement of the individual student learning outcomes, multiple assessment methodologies, and minimum benchmarks for success, each college will develop and implement its own specific plan to determine whether students have achieved the student learning outcomes and to raise the benchmark for success at their institution.

16. The Committee should consider mastery learning or competency-based outcomes models when establishing minimum levels of student performance.

17. Where relevant, the Curriculum Committee should consider the extent to which they can identify or develop assessment methodologies that interface with VCCS Core Competency Assessments.

18. When identify/creating assessment methodologies and benchmarks, the Curriculum Committee should refer to the Southern Association of Colleges and Schools (SACS) Comprehensive Standard of Institutional Effectiveness 3.3.1.1

19. The Committee should survey all the colleges to identify any on-campus, online, or hybrid courses that have already gone through a course re-engineering process, meet the student learning outcomes, and have student success data that could readily be made available for immediate dissemination.

20. The Committee should create a professional development plan for all faculty in the discipline to become familiar with the student learning outcomes, multiple assessment methodologies, and minimum benchmarks. The plan should determine the role, if any, for the Peer Group and assign responsibilities for implementing the plan. The plan should include training in how to use assessment results to revise and improve instruction.

Developing the Resource Repository

- The list of curriculum resources should include short, faculty generated annotations in terms of the related learning outcomes. The annotation should reference the course goal and learning outcome(s), should describe the content covered, and offer teaching tips for using it. The resources may include web sites, wikis, class assignments, projects, Creative Commons materials, etc. These should be limited to those that faculty feel reliably produce the desired results in actual class use.

- The Curriculum Committee should select a chair or co-chairs to lead the collection of materials for the resource repository. In subsequent years, the Peer Group should select the chair or co-chairs. If there is no active Peer Group, the
Vice Chancellor for AS&R should work with college vice presidents to select a chair or co-chairs.

- Soliciting materials should begin after there is an initial set of agreed upon learning outcomes.

- All faculty members should be encouraged to work through their campus representative/liaison to provide lists of resources used or to be considered for inclusion. Emphasis is on non-textbook materials. Textbooks can be listed as general recommendations. Resources for courses in all delivery modes—on-campus, online, and hybrid—should be solicited.

- The repository should also include courses that have already gone through course re-engineering at colleges, meet the student learning outcomes, and have student success data that could readily be made available for immediate dissemination.

- The initial process of obtaining the first set of proposed learning materials should take approximately six weeks. The repository should be an ongoing dynamic resource that is continually updated and expanded.

- Blackboard is the recommended location for the repository. If Blackboard is used, all full and part-time faculty in the discipline should be enrolled in the Blackboard Resource Repository.

**Next Steps for Colleges Using the Articulated Learning Outcomes in Course Design**

The ALO initiative is a discipline faculty led process to develop articulated learning outcomes for a specific course in sufficient detail such that students will achieve the same basic outcomes regardless of where the course is taught or who teaches it. Therefore, all colleges will adhere to the deliverables developed by the Curriculum
Committee, including the course description, course prerequisites (colleges may tighten but not loosen these), essential student learning outcomes (colleges may add to but not subtract from these), and the multiple assessment methodologies and achievement benchmarks.

- Colleges should look at assessment data, results from student focus group discussions, or other information on success factors.
- Before selecting a specific course model, research should be conducted on best practices from other colleges and national projects such as the National Center for Academic Transformation and Achieving the Dream.
- It is strongly suggested that the course design be based on a specific model of learning, such as those described by Chickering, the ABCD model, Mastery Learning, or one of the approaches recommended by the National Center for Academic Transformation.
- The course design should consider cost and scalability to ensure that the plan is feasible and can be implemented across more than just a few sections or by only a few faculty.
- Decision-making should be based on data.
- The course design must include an assessment plan that identifies whether students have mastered the learning outcomes and whether the course design has been a success.
- The implementation of a course based on the learning outcomes should include pilot and revision phases.
Specific ALO Curriculum Committee Deliverables

1. Course description (revised as needed)
2. Course prerequisites (revised as needed)
3. List of essential goals and specific student learning outcomes
4. List of VCCS general education objectives tied to the learning outcomes
5. Research-based instructional strategies and standards
6. Resource Repository on Blackboard with annotated list of specific instructional materials and activities to produce the learning outcomes
7. Direct student learning outcomes metrics and benchmarks
8. Indirect student achievement metrics and benchmarks (e.g. retention, success, persistence)
9. List of courses that have already gone through a course re-engineering process, meet the student learning outcomes, and have student success data that could readily be made available for immediate dissemination
10. Professional development strategy for discipline faculty

Timeline for ALO Curriculum Committee Tasks

Prior to Week 1

- Faculty at each college select their representative or liaison to the ALO Curriculum Committee
- Committee members review any relevant data and documentation before the first meeting and prepare for discussion

Weeks 1-12

- Review data and course requirements
• Identify additional data needed; develop plans to gather information about the student experience of a course using surveys and/or focus groups
• Organize the Committee into subcommittees to write learning outcomes
• Develop first draft of Student Learning Outcomes and assessment plan
• Begin review of research-based instructional best practices and standards

**Weeks 12-16**

• Distribute draft of learning outcomes and other planning documents to all VCCS discipline faculty for review and comment
• Analyze data and its implications from surveys and/or focus groups of students about their experience of the course
• Begin collecting materials for Resource Repository on Blackboard

**Weeks 16-20**

• Revise initial draft of learning outcomes
• Continue work on Resource Repository on Blackboard
• Begin work on professional development plan for Peer Group to inform faculty of the student learning outcomes and assessment plan

**Weeks 20-24**

• Distribute second draft of learning outcomes and other documents to all faculty for review and comment
• Finalize professional development plan
• Begin drafting final report to include all Curriculum Committee deliverables
Weeks 24-28

- Finalize draft of learning outcomes, professional development plan, required deliverables
- Distribute final drafts to all faculty
- Submit final report to the VCCS

Submitting Materials to the VCCS Governance Process

The student learning outcomes and any changes to the official VCCS Course Description and Course Content Summary must go through the Dean’s Course Review Committee as part of the VCCS governance process. The chair of the Curriculum Committee or another Committee member will need to ask their college to sponsor the request for revision. The Dean’s Course Review process requires that the petitioning college complete a VCCS Form 103, Request for New, Revised or Reactivated Course and a new Course Content Summary form. The ALO Steering Group will work with the Curriculum Committee to identify an appropriate college sponsor and to move the petition for course revision through the governance process.
Pilot Team Plan

Description and Purpose

The goal of the Pilot Team Plan is to provide the opportunity and funding for college faculty to design replicable model courses fully aligned with the mutually agreed upon student learning outcomes and other materials developed by the discipline Curriculum Committee. Each Pilot Team will develop a replicable course in one of the following delivery modes: on-campus, online, or hybrid. The ability to communicate and collaborate with peers in the discipline will be viewed as an essential process before, during, and after the award period. As the work of the Pilot Team draws to a close, Team members will assess the course and make revisions as they prepare to offer the course in subsequent semesters with wider usage. The Pilot Team will also develop VCCS-wide strategies for dissemination of the completed course and for professional development to train faculty in how to adopt, adapt, and employ the course. The VCCS will provide a mechanism by which faculty and colleges can access pilot course materials and a structure through which the discipline Peer Groups can update instructional materials as necessary. The ALO Steering Group will be responsible for oversight and coordination of the Pilot Team process, including constituting the award committee and receiving Pilot Team reports.

Overview of the plan.

- One or more full-time discipline faculty from one or more colleges may apply for a Pilot Team grant. Only one Pilot Team grant will be awarded to each primary applicant/Pilot Team.
• The Pilot Team process, required deliverables, and timeline have been established by the ALO workgroup.

• Each ALO Curriculum Committee will provide the materials that will form the core resources for the development of each pilot course. These materials include
  ▪ Course description (revised as needed)
  ▪ Course prerequisites (revised as needed)
  ▪ List of essential goals and specific student learning outcomes
  ▪ List of VCCS general education objectives tied to the learning outcomes
  ▪ Research-based instructional strategies and standards
  ▪ Resource Repository on Blackboard with annotated list of specific instructional materials and activities to produce the learning outcomes
  ▪ Direct student learning outcomes metrics and benchmarks
  ▪ Indirect student achievement metrics and benchmarks (e.g. retention, success, persistence)
  ▪ List of courses that have already gone through a course re-engineering process, meet the student learning outcomes, and have student success data that could readily be made available for immediate dissemination
  ▪ Professional development strategy for discipline faculty.
• The Pilot Team will select the delivery format of the course (on-campus, online, or hybrid) and then develop, implement, assess, and report results of a replicable course.

• To facilitate the voluntary adoption of courses by VCCS faculty and colleges, each Pilot Team will implement VCCS-wide strategies for dissemination and for professional development.

Request for Proposals (RFP) Plan

Program description and purpose. The purpose of the Pilot RFP is to develop model courses. Each awarded Pilot Team will deliver a replicable model course in one of three modalities: on-campus, online, or hybrid. The model course must adhere to the Curriculum Committee deliverables and be designed for easy replication at any VCCS college, regardless of considerations such as size or geographic location. In addition, each Pilot Team will share a plan to ensure that the college and its faculty are fully prepared to test, revise, and adopt the model course. Finally, each Pilot Team will develop a plan for disseminating the model courses to other faculty and colleges; the plan will include a course adoption professional development strategy.

Application. The ALO Steering Group will coordinate with each Curriculum Committee to make available the application for Pilot Team grants (see Appendix C).

Eligibility. One or more full-time discipline faculty from one or more colleges may apply for a Pilot Team grant. Only one Pilot Team grant will be awarded to each primary applicant / Pilot Team. Adjunct faculty cannot serve as the primary applicant unless they attain the support of the college dean, vice president, and president (a statement of support should be appended to the application).
Award amount. $5,000 per Pilot Team awardee.

Use of award funds. Funds are not restricted. Applicants may use award funds as they deem appropriate to the extent that such expenditures comply with state and VCCS procurement policies. Budget items may include, but are not limited to, faculty stipends, hardware or software, and professional development expenditures.

Non-allowable expenditures include, but are not limited to, fees paid for services not connected with an approved budget activity, fees paid for services that were not performed or paid prior to being performed, and fees for entertainment or alcoholic beverages. See state and VCCS procurement policies for other restrictions.

Number and categories of awards for each ALO course. Four awards will be made, one in each of the following categories:

- On-campus replicable, model course
- Online replicable, model course
- Hybrid replicable, model course
- Award Committee’s choice of a replicable, model course (for a deserving project).

Required Pilot Team deliverables for each delivery mode (on-campus, online, and hybrid).

1. Course development strategy
2. Course implementation strategy
3. VCCS discipline faculty consultation strategy
4. Assessment strategy
5. Course adoption professional development strategy

**Explanation of Pilot Team deliverables.**

1. Course development strategy includes a complete, replicable course aligned with the articulated learning outcomes provided by the ALO Curriculum Committee. The model course must be designed for easy replication at any VCCS college, regardless of considerations such as size or geographic location. Required elements:
   a. Syllabus
   b. Detailed lesson plans and accompanying learning objects, class activities, and assignments clearly displaying alignment with learning outcomes provided by the ALO Curriculum Committee including, but not limited to
      i. Learning objects developed by the Curriculum Committee as well as additional recommended course resources.
      ii. Assessments: course embedded assessments, tests, exams, writing assignments, portfolios, etc.
      iii. Direct student learning outcomes assessments aligned with materials provided by the ALO Curriculum Committee (course text/resource materials, national discipline group approved assessments, national licensure exams, etc.)
   c. Indirect student achievement metrics and benchmarks comparing pre/post pilot metrics such as retention, success, persistence, and employer or faculty feedback.
d. Research-based instructional standards and strategies (e.g. active learning, peer instruction, cooperative/collaborative learning, tutorials, and Quality Matters or college adopted model for online effectiveness).

2. Course implementation strategy includes the Pilot Team’s plan for adopting the model course at its college.
   a. Identify course sections to be involved in the pilot, including
      • Total number of sections and percentage of total offerings
      • Type of sections, such as those instructed by adjunct faculty or by new faculty, all sections at a college or campus, etc.
   b. Provide a letter from the college president: A Declaration of Intent to pilot and adopt the completed pilot course, including support for course development, implementation, and review and for faculty professional development.
   c. Coordinate needed technology and rooms with campus technology and facilities staff.

3. VCCS discipline faculty consultation strategy includes plans to consult with both full-time and adjunct discipline faculty at the college and at other VCCS colleges in the development, review, and revision of the pilot course.

4. Assessment strategy has two parts: a) The inclusion of the multiple assessment methodologies and achievement benchmarks established by the Curriculum Committee, and b) A detailed and realistic plan for using quantitative and qualitative data as part of a continuous review and revision cycle, beginning
with the test phase and continuing through the implementation and dissemination phases of the model course.

5. Course adoption professional development strategy includes the Pilot Team’s plan for informing and supporting full-time and adjunct discipline faculty with the technological and instructional implementation of the model course by faculty and colleges across the VCCS (e.g. webinars, workshops, and presentations at VCCS sponsored activities such as Peer Group meetings, the New Horizons Conference, and Center for Teaching Excellence events). The development of a print or electronic resource guide clarifying details to support replication of course access, implementation, and review processes at the local college is recommended.

6. Budget strategy includes an outline documenting anticipated budget and expenditures, which may include stipends for faculty developers or other contributors to the project.

**Pilot Team Award Committee composition.** Pilot Team grant applications will be reviewed by a five-member committee comprised of three faculty from the ALO Curriculum Committee, one representative from the VCCS Office of Professional Development or the VCCS Professional Development Committee, and one representative from the ALO Steering Group. The review committee should include faculty that deliver instruction in each of the target modalities: on-campus, online, and hybrid.

**Proposal evaluation / award criteria.** For ranking and selecting Pilot Team grant awardees, the Award Committee will utilize the Pilot Team Rubric designed by the ALO Workgroup (see Appendix D) or modified by the ALO Steering Group.
**Reporting and course delivery requirements.** Pilot Teams are required to submit two interim reports and a final report to the ALO Steering Group and/or Pilot Team Award Committee. The first interim report should align the Pilot Team application deliverables with the materials developed to date. The second interim report should provide an update on the progress of the test phase of the model course and plans for review and revision. The final report must include all promised Pilot Team deliverables as well as a summary of the results of the Pilot project and planned or recommended next steps.

**Pilot Team Timeline**

Table 3 shows the timeline for the Pilot Team for the first ALO course; subsequent Pilot Teams will follow timelines with similar intervals. Other processes for dissemination of Pilot Team materials are described below.

**Table 3. Pilot Team Timeline.**

<table>
<thead>
<tr>
<th>ALO Course 1 Pilot Team Timeline</th>
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<tbody>
<tr>
<td>Application available</td>
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<tr>
<td>Application Due Date</td>
</tr>
<tr>
<td>Award Notification Date</td>
</tr>
<tr>
<td>Pilot Course Development</td>
</tr>
<tr>
<td>Interim Report #1</td>
</tr>
<tr>
<td>Pilot Course Delivery</td>
</tr>
<tr>
<td>Interim Report #2</td>
</tr>
<tr>
<td>Pilot Course Assessment &amp; Revision</td>
</tr>
<tr>
<td>Final Course Submission to the VCCS</td>
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</table>
**Housing of Pilot Team Deliverables.** Once the Pilot Team has completed the pilot course assessment and revision, the finished, replicable model course including all deliverables proposed in the Pilot Team’s application will be sent electronically to the VCCS Office of Academic Services and Research (AS&R). In the case of online and hybrid courses there will also need to be a Blackboard course delivered to the VCCS. It is important to note that all instructional materials must be included as well as an implementation plan to assist other interested colleges and faculty in the adoption or adaptation of the model course.

**Dissemination of Pilot Courses.** In addition to the implementation strategy created by Pilot Teams, there will need to be a system-wide process for disseminating and updating the model courses. The VCCS AS&R office should develop a mechanism that will facilitate faculty requests and that will deliver course materials. It will be especially important for this process to be easy and transparent for faculty, yet the process must still allow for data tracking of course adoption and other identified metrics. The VCCS should provide a structure through which the discipline faculty Peer Groups can perform needed course maintenance and update instructional materials. Pilot Teams will also implement the strategy they identified in their Pilot Team Application to promote the model courses and to provide appropriate professional development (e.g. webinars, VCCS Peer Group and New Horizons Conference presentations, and Center for Teaching Excellence events).
Metrics Plan

Description and Purpose

In order to evaluate the effectiveness of the ALO re-engineering initiative, the VCCS will collect and examine data connected to student access, student success, student satisfaction, cost effectiveness, productivity, and measures of faculty satisfaction and engagement (see Table 4). The ALO Metrics Plan is not a plan for assessing individual courses (the ALO Curriculum Committees will develop those plans), but instead a plan for assessing the overall effectiveness of the ALO initiative, particularly with respect to advancing the goals of the VCCS Achieve 2015 strategic plan.

The ALO metrics plan should be reviewed and updated after Pilot Teams have implemented and disseminated model courses. Also, in all assessments it will be important to distinguish among different delivery modes; for example, an instructional strategy that is effective in an on-campus class may not be effective in an online class. Finally, there are legitimate concerns among faculty and administrators about the appropriateness of course grades and pass rates as measures of student success. Assessments related to these data must be carefully constructed; furthermore, they must be interpreted and responded to with caution—no single data point should be used to draw conclusions about student achievement or course design/instructional effectiveness.

Metrics Plan Details

Table 4 details the metrics plan by identifying outcomes, measures, target achievement levels, collection methods, and correlation with the VCCS Achieve 2015 strategic plan.
Table 4. Articulating Learning Outcomes Metrics of Impact.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures¹</th>
<th>Target Achievement Level (TAL)</th>
<th>Measured When, How, and By Whom?</th>
<th>Related to Achieve 2015 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student Success</td>
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<tr>
<td>• Increase student success rates and decrease withdrawal rates.</td>
<td>• Compare student success measures (grades and withdrawal) in current versions of courses to ALO model courses.²</td>
<td>• ALO model course outcomes will exceed the outcomes of current practices.</td>
<td>• VCCS Student Success reports.</td>
<td></td>
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<tr>
<td></td>
<td>• Compare student success in ALO model courses to locally developed courses.³</td>
<td>• Outcomes for locally developed courses will be equal to or exceed ALO model course outcomes.</td>
<td></td>
<td>Student Success</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Measures</td>
<td>Target Achievement Level (TAL)</td>
<td>Measured When, How, and By Whom?</td>
<td>Related to Achieve 2015 Goal</td>
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<tr>
<td>a. Student Success</td>
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<tr>
<td>• Enhance student satisfaction/experience</td>
<td>• Collect and analyze student satisfaction/experience data regarding their individual experiences in ALO model courses compared to courses that have not engaged the ALO process.</td>
<td>• Student satisfaction/experience in ALO model courses will be equal to or greater than the level of satisfaction in courses that have not engaged the ALO process.</td>
<td>• Measured locally with a survey developed specifically for students enrolled in ALO model classes.</td>
<td>Student Success</td>
</tr>
<tr>
<td>• Increase student acquisition and usage of course materials in ALO courses</td>
<td>• Compare student acquisition and use of course materials between pre-ALO courses and ALO model courses and locally developed ALO courses.</td>
<td>• Student acquisition and usage of course materials will be greater in ALO model courses.</td>
<td>• Measured locally with a survey developed specifically for students enrolled in ALO model classes.</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Measures</td>
<td>Target Achievement Level (TAL)</td>
<td>Measured When, How, and By Whom?</td>
<td>Related to Achieve 2015 Goal</td>
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<td>b. Student Access</td>
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<tr>
<td>• Increase student access to quality courses with proven results.</td>
<td>• Compare percentage of ALO model courses taught to the percentage of courses taught using local design.</td>
<td>• ALO model course usage will increase over time.</td>
<td>• Measured locally by individual colleges and by the System office.</td>
<td>Access</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Measures</td>
<td>Target Achievement Level (TAL)</td>
<td>Measured When, How, and By Whom?</td>
<td>Related to Achieve 2015 Goal</td>
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<tr>
<td><strong>c. Cost Effectiveness</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- <strong>Reduce cost of course materials for students.</strong></td>
<td>• Compare student material costs in ALO model courses with locally developed courses.</td>
<td>• The cost of course materials for ALO model courses will be significantly lower than locally developed courses.</td>
<td>• System and/or college collection of average materials costs for model and locally developed courses.</td>
<td>Affordability Resources Access</td>
</tr>
<tr>
<td>- <strong>Conserve student tuition expenditures.</strong></td>
<td>• Compare tuition dollars spent resulting from completing successful course credits between pre-ALO courses and ALO model courses and locally developed courses.</td>
<td>• Tuition dollars spent in ALO model courses will be conserved at higher levels.</td>
<td>• System and college data.</td>
<td>Affordability Resources Access</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Measures</td>
<td>Target Achievement Level (TAL)</td>
<td>Measured When, How, and By Whom?</td>
<td>Related to Achieve 2015 Goal</td>
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<tr>
<td><strong>d. Productivity</strong></td>
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</tr>
<tr>
<td>• Increase enrollment in ALO courses</td>
<td>• Evaluate the growth of enrollment in ALO model courses over time.</td>
<td>• Enrollment in ALO model courses will increase.</td>
<td>• Evaluate the growth of sections in ALO model courses offered at individual colleges.</td>
<td></td>
</tr>
<tr>
<td>• Increase number of sections of ALO</td>
<td>• Evaluate the growth of sections in ALO model courses offered at individual colleges.</td>
<td>• Number of sections of ALO model courses offered will increase.</td>
<td>• Evaluate the number of requests for courses to begin the ALO process.</td>
<td></td>
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<tr>
<td>courses</td>
<td>• Evaluate the number of requests for courses to begin the ALO process.</td>
<td>• Number of course requests will increase.</td>
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<td>• Increase number of requests for</td>
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<td>courses to be entered into ALO process</td>
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<tr>
<td>Outcomes</td>
<td>Measures</td>
<td>Target Achievement Level (TAL)</td>
<td>Measured When, How, and By Whom?</td>
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<tr>
<td>e. Other</td>
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<tr>
<td>• Improve adjunct faculty integration</td>
<td>• Compare student outcomes in sections of ALO courses taught by adjunct faculty with sections taught by full-time faculty.</td>
<td>• Increase the alignment of student achievement between ALO course sections taught by adjunct and full-time faculty.</td>
<td>• College assessment of student outcomes and VCCS system data on success rates.</td>
<td></td>
</tr>
<tr>
<td>• Improve all faculty engagement and satisfaction</td>
<td>• Pre- and post ALO engagement and satisfaction survey of faculty teaching ALO model courses and locally designed courses adhering to ALO outcomes.</td>
<td>• Increase faculty engagement, collaboration and satisfaction in course development, delivery, and outcomes.</td>
<td>• Measured locally by colleges.</td>
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11. Increase the alignment of student achievement between ALO course sections taught by adjunct and full-time faculty.
Metrics Plan Notes:

1 In all assessments it will be important to distinguish among different delivery modes; for example, an instructional strategy that is effective in an on-campus class may not be effective in an online class.

2 ALO model courses refers to courses developed by Pilot Teams in on-campus, online, and hybrid formats and made available to all faculty in the relevant discipline at all VCCS colleges (see the Curriculum Committee Plan and the Pilot Team Plan).

3 Locally developed courses refers to courses that include the required student learning outcomes provided by ALO Curriculum Committees but that exercise local autonomy in course delivery decisions.

4 Student satisfaction data may be effectively gathered through focus groups by individual faculty members in model courses or by brief surveys. Students in ALO model courses will be asked to compare their experience with non-ALO classes they completed.

5 Best practices indicate that better information comes when surveys ask students if they found the text helpful, rather than if they purchased or used the text at all. Other issues to investigate include student preferences about e-materials as opposed to hard copy materials. This information should be collected together with data on student satisfaction/experience.

6 Measurement will begin after the pilot courses are developed and disseminated.

7 It is anticipated that the ALO model courses will make greater use of open source or electronic resources at lower cost than locally developed iterations of ALO courses.
8 For both enrollment and number of sections offered, scalability related issues are an important consideration as are overall enrollment trends across the VCCS. Enrollments at very large or very small colleges may skew the data and thus present challenges when interpreting it.

9 See note 8.

10 Comparing student outcomes for adjunct and full-time faculty presents challenges; for example, it’s possible that grades would be higher for one population but that learning outcomes attainment would be lower. Therefore, interpretation of this data should be holistic, looking at multiple assessments of student achievement rather than single data points.

11 A pre and post-ALO process satisfaction instrument administered to faculty has the potential to help ALO Curriculum Committees and would include questions on pedagogy as well as perception of student outcomes.
Course Dissemination Plan

Description and Purpose

The Course Dissemination Plan is intended to provide an effective process for rolling out materials developed by the ALO Curriculum Committees and by the Pilot Teams. The goal of the ALO initiative is to develop articulated learning outcomes for a specific course in sufficient detail such that students will achieve the same basic outcomes regardless of where the course is taught or who teaches it. Therefore, all colleges will adhere to the deliverables developed by the Curriculum Committee, including the course description, course prerequisites (colleges may tighten but not loosen these), essential student learning outcomes (colleges may add to but not subtract from these), and the multiple assessment methodologies and achievement benchmarks. Each college will retain autonomy in deciding whether to adopt Pilot Team courses or to continue creating unique methods for delivering agreed upon learning outcomes.

Curriculum Committee materials will be disseminated to VCCS discipline faculty. Pilot Teams will develop model courses in on-campus, online, and hybrid formats; these materials will be disseminated to VCCS colleges. Discipline faculty Peer Groups will have an essential role in this process; the VCCS office of Academic Services and Research (AS&R) will develop mechanisms for facilitating the dissemination of ALO materials. The Curriculum Committees and Pilot Teams will each create professional development plans to facilitate the implementation of deliverables.

College faculty, department chairs and program heads, deans, vice presidents, provosts and presidents all play essential roles in the dissemination, adoption, and support of the ALO initiative.
Dissemination of Curriculum Committee Materials

After Curriculum Committee materials, under the guidance of the ALO Steering Group and the VCCS AS&R office, are formally adopted through the VCCS governance process, those materials will be disseminated to discipline faculty at all VCCS colleges.

1. The VCCS AS&R office will be responsible for dissemination of Curriculum Committee materials.

2. All colleges will use the Curriculum Committee deliverables of course description, prerequisites (additional prerequisites may be added by individual colleges), student learning outcomes, and the assessment of the direct measures of student learning and indirect measures of student success that were identified by the Curriculum Committee.

3. VCCS discipline faculty Peer Groups should be included in the dissemination of materials.

4. The VCCS office of Professional Development may also facilitate dissemination of Curriculum Committee materials and the implementation of the Committee’s professional development strategy.

5. To deliver the student learning outcomes and meet achievement benchmarks, faculty at colleges should create instructional delivery plans based on a review of assessment data and identification of specific factors in student success. Faculty should also take account of research-based instructional best practices for their discipline and for various course delivery modes and should follow an established model/approach to teaching and learning.
Dissemination of Pilot Team Materials

1. Each Pilot Team will report assessment results and provide all course materials to the VCCS AS&R office, the Curriculum Committee, the Peer Group, and the Awards Committee, including an implementation plan and professional development strategy so the model course can be effectively adopted and adapted by faculty and/or colleges that wish to do so.

2. The VCCS AS&R office will be responsible for the dissemination of model courses to colleges. It is recommended that a simple, time sensitive process be developed for model course requests and dissemination.

3. The VCCS should consider developing a structure for Peer Groups to remain active in course dissemination, review, maintenance, and revision.

4. Colleges will have autonomy in deciding whether to adopt/adapt the model courses or to implement their own versions of courses that align with the materials provided by the ALO Curriculum Committee.

5. The Peer Group Planning Committee may recommend a specific subset of questions to be used to maintain consistency in assessment reporting and to facilitate institutional effectiveness and program review processes.

6. The Pilot Team will coordinate with the Peer Group Planning Committee to provide professional development materials to colleges wishing to adopt the Pilot Team model course. These materials should provide an adopting college with the background as to how the course is organized and lessons learned in their initial implementation.

7. Pilot Teams are encouraged to present the process they follow and their resulting courses at conferences both within the Commonwealth and at national meetings. Colleges that
elect to pilot a course are encouraged to support efforts of the Pilot Team to disseminate their process and results to as wide an audience as possible.

8. For those colleges which adopt one or more of the model courses, the discipline faculty of each college will be responsible for updating the model on-campus, online, and hybrid courses and sharing their revisions with other faculty through their Peer Group Planning Committee.

9. Administrators at all levels of the VCCS and Colleges have an important leadership role in supporting the ALO process. College deans and vice presidents are particularly important in encouraging the adoption of both Curriculum Committee and Pilot Team deliverables and integration into the college’s curriculum.

10. The Peer Group Planning Committee will monitor courses for future revisions to Curriculum Committee materials.

11. The VCCS office of Professional Development can facilitate dissemination of model courses and the implementation of the each Pilot Team’s professional development strategy.

Assessment and Revision of the ALO Process

1. The ALO Steering Group will provide ongoing formative assessment of the ALO process and make recommendations to the VCCS AS&R office concerning revision of procedures.

Continuation of the ALO Process beyond the First Pilot Courses

1. Once the first Pilot Team proposals are awarded for ALO Courses 1-3, the ALO Steering Group will recommend subsequent courses to be selected by the VCCS. Recommendations will be submitted annually until the formal program ends.
Recommendations will be based on the criteria currently in use plus lessons learned from the process for ALO Courses 1-3.

2. Courses should be selected so that Curriculum Committee work begins in the Fall semester and continues through the Spring semester when the next RFP will be disseminated.

**Reporting on Curriculum Materials and Student Achievement**

The ALO Workgroup determined that the exact reporting requirements were beyond the purview of the Workgroup to determine. Suggestions for possible reporting are made below.

1. The Peer Group Planning Committee should submit a biennial report to the VCCS AS&R office on the currency of ALO course materials.

2. The VCCS AS&R office should implement a plan for collecting data on student learning outcomes and student success and for reporting that data on a yearly basis to the relevant VCCS discipline faculty Peer Group and to VCCS colleges.
Next Steps

Upon receipt of this Report of the ALO Workgroup, the Vice Chancellor for Academic Services and Research, in consultation with the executive committee of the Academic and Student Affairs Council, will make the final selection of the three courses to be first to engage the ALO process. The first faculty Curriculum Committee is expected to begin articulating learning outcomes for a course in their discipline in the Spring 2012 semester. Prior to that, an ALO Steering Group, comprised of members of the ALO Workgroup and the chairs of the three ALO Curriculum Committees, will be constituted. The Steering Group will guide the work of ALO Curriculum Committees and Pilot Teams and will revise the ALO process as necessary.

The Steering Group should regularly report to the Vice Chancellor for AS&R, including submitting a final report on and evaluation of the ALO process and outcomes with suggested next steps for pursuing the ALO initiative beyond courses 1-3.
Appendix A: ALO Implementation Plan

VCCS Re-Engineering Task Force

ARTICULATE LEARNING OUTCOMES FOR COURSES
TO ENHANCE STUDENT SUCCESS

IMPLEMENTATION PLAN
(Edited December 2011)

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 committee

**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 Group
Monitor and assist Curriculum Committees

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

Pilot College
On-campus, hybrid, online model courses

Pilot College
On-campus, hybrid, online model courses

Pilot College
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 Committee 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 Committee 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 Committees 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 committee.
- 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 Group to guide curriculum committees.

Spring 2012 – ALO Course 1

- Continue communication with VCCS stakeholders (Steering Committee).
- Constitute Curriculum Committee 1 (VCCS AS&R).
- Develop communication plan for discipline faculty (Curriculum Committee).
- 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 Committee Plan
- Metrics for overall ALO process and Curriculum Committee deliverables
- Incentive Plan / RFP for pilot colleges
- Implementation Plan for completed ALO courses

ALO Steering Group

*Membership (~7):* ALO chair, VCCS Professional Development Director or PDC representative, instructional designer, metrics committee representative, faculty chairs of ALO courses 1-3.

*Role:* To monitor and assist curriculum committees.

*Deliverables:*

- Plan for communicating with curriculum committee
- Progress benchmarks for curriculum committee
- Revisions to ALO Curriculum Committee Plan
- Assessment of Curriculum Committee deliverables
- Facilitation of RFP for pilot colleges
Follow through on Implementation Plan for completed ALO courses

Constitution of ALO Curriculum Committees 2 & 3

Oversight of Curriculum Committees 2 & 3 (as above)

Implementation of plan to track and report student success metrics

ALO Curriculum Committee

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 Committee)
  - ALO Curriculum Committee 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 Committee 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 Committee 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 Group
- Constitute ALO Curriculum Committee 1
The attached ALO Workgroup Course Selection Recommendation represents the culmination of the Workgroup’s process for defining course selection criteria, gathering and analyzing data, and soliciting input from VCCS faculty and administrators.

The recommendation offers a ranked list of four courses from a variety of disciplines. The Re-engineering Task Force (RETF) has recommended that the Vice Chancellor for Academic and Student Services consult with the Executive Committee of the Academic and Student Affairs Council to finalize a list of three courses to participate in the initial phase of Articulating Learning Outcomes. The RETF has further recommended that this decision be made with sufficient lead time so that the first ALO Curriculum Committee can be constituted in January 2012.
Articulate Learning Outcomes Workgroup
Course Selection Recommendation

Using quantitative and qualitative criteria, the ALO Workgroup compiled a list of 11 courses to be considered for the first round of the ALO process. A survey of VCCS faculty and administrators about the relative importance of selection criteria and the best candidate courses for the start of the ALO process informed the Workgroup’s final ranked list of four courses below.¹ The first discipline faculty Curriculum Committee is scheduled to begin the ALO process early in the Spring 2012 semester.

**PSY 200**

6. **Overall ALO Workgroup ranking score: 54 (out of 60).**
7. Faculty interest: At the Fall 2011 PSY peer group meeting, a motion was passed to volunteer to be the first discipline to engage the ALO process.
8. Yearly enrollment rank: 20 out of the 312 courses with the highest enrollments.
9. Student success rank: 276 out of the 312 courses with the highest enrollments.
10. Frequently selected by students to fulfill a social science requirement.

**BIO 101**

6. **Overall ALO Workgroup ranking score: 44.**
7. Yearly enrollment rank: 5 out of the 312 courses with the highest enrollments.
8. Student success rank: 268 out of the 312 courses with the highest enrollments.
9. Course most commonly selected by students to fulfill a lab science requirement.
10. Ranked behind PSY 200 in part because it will be easier to begin the ALO process with a non-lab course.

**ACC 211**

5. **Overall ALO Workgroup ranking score: 33.**
6. Yearly enrollment rank: 17 out of the 312 courses with the highest enrollments.
7. Student success rank: 296 out of the 312 courses with the highest enrollments.
8. Required course for some business programs; prerequisite for ACC 212.

**ITE 115**

5. **Overall ALO Workgroup ranking score: 29.**
6. Yearly enrollment rank: 4 out of the 312 courses with the highest enrollments.
7. Student success rank: 265 out of the 312 courses with the highest enrollments.
8. Required course for many programs.

Two additional essential criteria that informed course selection were that the final list draw on different disciplines in order to broaden the engagement of faculty in the ALO process and that the course affect a large number of students across VCCS colleges.

¹ All four courses were ranked in the top five by respondents to the ALO survey; for additional details about the course selection and ranking methodology refer to the final report of the ALO Workgroup.
Appendix C: Pilot Team Application

Pilot Team Application Cover Page

Eligible applicants are full-time faculty in the pilot course discipline

Completed cover page must be scanned and e-mailed to XXXXXXXXXXXX or faxed to XXXXXXXXXXX by 5:00 p.m. ET on XXXXXXXXXXX

<table>
<thead>
<tr>
<th>Title of Pilot Team Plan, Course Prefix, Number, and Name:</th>
</tr>
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<tbody>
<tr>
<td>Name of Primary College:</td>
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<tr>
<td>Name(s) of Collaborating College(s):</td>
</tr>
<tr>
<td>Application Number: (System Office use only)</td>
</tr>
<tr>
<td>Primary Applicant:</td>
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<tr>
<td>Name: (Include: Dr., Mr., Ms.)</td>
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<tr>
<td>Title:</td>
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<td>College:</td>
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<td>Campus:</td>
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<td>E-mail address:</td>
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<td>Re-enter e-mail address:</td>
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<tr>
<td>Co-Applicant(s): NOTE: All correspondence will be sent to the primary applicant. It is the responsibility of the primary applicant to forward correspondence to any co-applicants. Reproduce the following section as necessary to include all co-applicants.</td>
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<tr>
<td>Name: (Include: Dr., Mr., Ms.)</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>College:</td>
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<tr>
<td>Campus:</td>
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<td>Telephone/Fax#:</td>
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<tr>
<td>E-mail address:</td>
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<tr>
<td>Modality of Pilot Course Design:  On-campus  Online  Hybrid</td>
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**Important** A complete set of materials consists of:

- [ ] This completed application
- [ ] Signed letters of support from the president(s) of the participating institution(s)
- [ ] Budget Narrative Form

Signature of Primary Applicant:

Your signature above and the letter(s) of support indicate that each college has reviewed and approved the entire application, including college contributions.
ALO Pilot Team Application

Description of Project To Be Developed

1. Title of Pilot Team Plan, Course Prefix, Number, and Name

   Repeat same title from the cover page of your proposal.

2. Course Development Strategy for chosen modality

   Course development strategy includes a complete, replicable course aligned with the articulated learning outcomes provided by the ALO Curriculum Committee.

   The model course must be designed for easy replication at any VCCS college, regardless of considerations such as size or geographic location. Required elements for one mode of delivery (on-campus, online, or hybrid):

   A. Syllabus

   B. Detailed lesson plans and accompanying learning objects, class activities, and assignments clearly displaying alignment with learning outcomes provided by the ALO Curriculum Committee including, but not limited to

      1. Learning objects developed by the Curriculum Committee as well as additional recommended course resources

      2. Assessments: course embedded assessments, tests, exams, writing assignments, portfolios, etc.

      3. Direct student learning outcomes assessments aligned with materials provided by the ALO Curriculum Committee (course text/resource materials, national discipline group approved assessments, national licensure exams, etc.)
C. *Indirect student achievement metrics and benchmarks comparing pre/post pilot retention, success, and persistence, employer or faculty surveys noting perceptions of pre/post pilot course, etc.*

D. *Research-based instructional standards and strategies (e.g. active learning, peer instruction, cooperative/collaborative learning, tutorials, and Quality Matters or college adopted model for online effectiveness).*

3. **Course Implementation Strategy**

Describe the Pilot Team’s plan for adopting the model course at its college.

Clarify selection of sections to be involved in pilot, including:

- Total number or percentage of total offerings
- Type of sections, possibly instructed by adjunct faculty or by new faculty

A Declaration of Intent by the college president is required to ensure college support for course usage, faculty development, implementation and review.

Coordinate needed technology and rooms with campus technology staff and facilities staff.

4. **VCCS discipline faculty consultation strategy**

Describe the Pilot Team’s plan for consulting with both full-time and adjunct discipline faculty at the host college and at other VCCS colleges during the development, review, and revision of the model course.

5. **Assessment Strategy**

a) Describe how the Pilot Team will implement the multiple assessment methodologies and achievement benchmarks established by the Curriculum Committee, and b) describe how the Pilot Team will implement a detailed and
realistic plan for using quantitative and qualitative data as part of a continuous review and revision cycle, beginning with the test phase and continuing through the implementation and dissemination phases of the model course.

6. **Promotion and Professional Development Strategy**

Describe the Pilot Team’s plan for informing and supporting both full-time and adjunct discipline faculty with the technological and instructional implementation of the pilot course by faculty and colleges across the VCCS (e.g. webinars, workshops, and presentations at VCCS sponsored activities such as Peer Group meetings, the New Horizons Conference, and Center for Teaching Excellence events). The development of a print or electronic resource guide clarifying details to support replication of course access, implementation, and review processes at the local college is recommended.

7. **Budget Strategy**

Provide an outline documenting the budget and expenditures. Also provide a budget narrative that describes how the budget will support the development of the pilot course, such as stipends for the Pilot Team, hardware or software purchases, and professional development expenditures.

8. **Additional Information:**

Provide any additional information that would assist reviewers in assessing the merits of this proposal.
Notes

- Electronically submit this VCCS Pilot Team Application by 5:00 pm ET on XXXXXXXXXX. No paper or hard copies will be accepted except for signed cover sheet and presidential letter of support.

- Email or fax the completed cover page with required signatures and letters of support to XXXXXXXXXX by 5:00 pm ET on XXXXXXXXXX. Send hard copies to XXXXXXXXXX.

- Program materials developed or created by individuals employed by the Commonwealth of Virginia are subject to Section 12, Intellectual Property, of the “VCCS Policy Manual.” Any materials developed or created in full or in part through VCCS ALO Pilot Team Grant Awards should acknowledge the contribution of the college and the VCCS.

- The decision of the Award Committee is final.
### Appendix D: Scoring Rubric for ALO Pilot Team Application

#### Table 5. Scoring Rubric for ALO Pilot Team Application.

<table>
<thead>
<tr>
<th>Course Development Strategy</th>
<th>Exemplary (3 points)</th>
<th>Satisfactory (2 points)</th>
<th>Needs Improvement (1 point)</th>
<th>Missing (Application disqualified)</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Presents a clear and thorough description of a plan to create a complete replicable course aligned to the articulated learning outcomes developed by the Curriculum Committee, including 1. Syllabus 2. Course activities clearly displaying alignment with learning outcomes provided by the ALO Curriculum Committee including</td>
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<td>Presents a vague or poorly detailed description of a plan to create a complete replicable course aligned to the articulated learning outcomes developed by the Curriculum Committee, including the required elements.</td>
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<td>Exemplary (3 points)</td>
<td>Satisfactory (2 points)</td>
<td>Needs Improvement (1 point)</td>
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<td>a). Learning objects developed by the Curriculum Committee as well as recommended course resource materials, b) Assessments: course embedded assessments, tests, exams, writing assignments, portfolios, etc., c) Direct student learning outcomes assessments aligned with materials provided by the ALO Curriculum Committee (course text/resource materials, national discipline group approved assessments, national required elements.</td>
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<td>Exemplary (3 points)</td>
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<td>licensure exams, etc.)</td>
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<td>3. Indirect student achievement metrics and benchmarks comparing pre/post pilot retention, success, and persistence, employer or faculty surveys noting perceptions of pre/post pilot course, etc.</td>
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<td>4. Research-based instructional standards and strategies (e.g. active learning, peer instruction, collaborative learning, tutorials, and Quality Matters or college adopted model for online effectiveness)</td>
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<td>Exemplary</td>
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<tr>
<th>Course Implementation Strategy</th>
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<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Missing</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td>a) Provides clear and thorough detail of the Pilot Team’s plan for replicable implementation (e.g. all sections, percentage of sections, all adjuncts, percentage of full time and adjuncts). b) Includes a strong and clear Declaration of Intent letter from the college president(s) of the Pilot Team faculty for support and adoption of the model course.</td>
<td>a) Provides details of the Pilot Team’s plan for replicable implementation b) Includes a specific Declaration of Intent letter from the college president(s) of the Pilot Team faculty for support and adoption of the model course.</td>
<td>a) Provides minimal overview of the Pilot Team’s plan for replicable implementation. b) Includes a general Declaration of Intent letter from the college president(s) of the Pilot Team faculty for support and adoption of the model course.</td>
<td>Not provided.</td>
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<td>VCCS Discipline Faculty Consultation Strategy</td>
<td>Exemplary (3 points)</td>
<td>Satisfactory (2 points)</td>
<td>Needs Improvement (1 point)</td>
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<td>Provides a detailed and inclusive plan for soliciting and making use of feedback from both full-time and adjunct discipline faculty at the host college and at other VCCS colleges.</td>
<td>Provides a general plan for soliciting and making use of feedback from both full-time and adjunct discipline faculty at the host college and at other VCCS colleges.</td>
<td>Provides an unclear, poorly detailed, and/or non-inclusive plan for consulting with both full-time and adjunct discipline faculty at the host college and at other VCCS colleges.</td>
<td>Not provided.</td>
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<td>Assessment Strategy</td>
<td>Exemplary (3 points)</td>
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<td>a) Provides a detailed and appropriate plan for including the multiple assessment methodologies and achievement benchmarks established by the Curriculum Committee, and b) Provides a detailed and realistic plan for using quantitative and qualitative data as part of a continuous review and revision cycle, beginning with the test phase and continuing through the implementation and dissemination phases of the model course.</td>
<td>a) Provides a generalized plan for including the multiple assessment methodologies and achievement benchmarks established by the Curriculum Committee, and b) Provides a detailed and realistic plan for using quantitative and qualitative data as part of a continuous review and revision cycle, beginning with the test phase and continuing through the implementation and dissemination phases of the model course.</td>
<td>Provides a plan that lacks detail sufficient to gauge the effectiveness of the a) inclusion of the assessment strategies established by the Curriculum Committee, and b) a plan for review and revision.</td>
<td>Not provided.</td>
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<td>Professional Development Strategy</td>
<td>Exemplary (3 points)</td>
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<td>Needs Improvement (1 point)</td>
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<td>Provides a detailed, comprehensive, and inclusive professional development plan for informing and supporting adoption and/or adaptation of the model course by non-Pilot Team full-time and adjunct discipline faculty.</td>
<td>Provides a general professional development plan for informing and supporting adoption and/or adaptation of the model course by non-Pilot Team full-time and adjunct discipline faculty.</td>
<td>Provides a professional development plan that lacks clarity for adequately informing and supporting adoption and/or adaptation of the model course by non-Pilot Team full-time and adjunct discipline faculty.</td>
<td>Not provided.</td>
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<td>Budget Strategy</td>
<td>Exemplary (3 points)</td>
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<td>Provides a detailed outline documenting budget and expenditures supporting the work of the Pilot Team.</td>
<td>Provides a general and nonspecific budget and expenditures plan.</td>
<td>Provides a budget that lacks detail sufficient to judge its appropriateness or policy compliance.</td>
<td>Not provided.</td>
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References


