

THE LEARNING EVIDENCE TEAM

WHY THIS TEAM WAS FORMED:

In response to two questions that guide decision making at the college, "how does this enhance learning?" and "how do we know?" the College created Goal 4 of Valencia's Strategic Learning Plan. This goal states that the College is committed to creating "a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning." In addition, four outcomes related to this goal are outlined:

- Students experience Valencia as a coordinated program of learning rather than as a collection of courses.
- Students know and embrace valid learning outcomes for every course and learning experience at the College.
- Discipline specific and core competencies are identified for every course.
- Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both faculty and College practices.

The Strategic Learning Plan also identifies five strategies and seven action items as part of Goal 4. While work on the Action Agenda for Goal 4 has been progressing among various groups, there is a need for concerted, coordinating work to be done on Goal 4. This is why the Learning Evidence Team (LET) has been formed. Its job will be to tackle the broad, overarching strategies that will create a coordinated program of learning at the College. Therefore, the work of this team is extremely important.

CHARGE FOR LEARNING EVIDENCE TEAM:

Provide leadership for the college wide initiative to accomplish Goal 4 of the Strategic Learning Plan and foster a "culture of evidence" that improves learning at Valencia. The Learning Evidence Team (LET) reports to the Chief Learning Officer (CLO) in conjunction with the College Learning Council (CLC).

Therefore, the Learning Evidence Team will:

1. Foster a "culture of evidence" at the college by answering two key questions: What do we mean by evidence of student learning? And how will we document this evidence?
2. Articulate a philosophy of assessment of student learning that will provide direction for the College in creating a coordinated program of learning centering on our core competencies.
3. Envision a long-term plan for the implementation and documentation of learning outcomes (based on a philosophy of student assessment and on our core competencies) that will bring coordination to the program of learning at the College, that will inform curricular change, and that will improve learning at the College.

This is a complex and important assignment that will not be completed quickly or easily. The work of this team must be grounded in scholarly study of the latest findings on

outcome based assessment mined from professional literature and professional practice – both inside and outside the College. It will require the dedication of each team member to thoughtful reading, thorough discussion, and frank communication.

In addition, the Learning Evidence Team will be responsible for:

- Reporting regularly to the CLO, CLC, and college at large.
- Recommending appropriate uses of the college "evidence of learning" fund.
- Collecting and publicizing appropriate findings in the annual Learning Indicators Report.
- Developing and maintaining a learning evidence website.

MEMBERSHIP:

The initial Learning Evidence Team is composed of 18 members: 14 faculty, 3 deans, and one member of the CLO's staff. Volunteers were appointed by the CLO in conjunction with the Faculty Association. It is co-chaired by one faculty member and one member of the CLO's staff, the Learning Evidence Associate.

Faculty:

Andrew Alexander
Linda Anthon
Jim Belcher
Kira Bishop
Philip Bishop
Judi Delisle
Maryke Lee

Jackie DiMartino

Melissa Pedone

George Rausch

David Rogers

Allison Sloan Roberta

Vandermast (co-chair)

CLO Staff:

Emily Hooker (co-chair)

Deans:

Aida Diaz

Tim Grogan

Shawn Robinson

Student Services:

Mike Bosley

Cheryl Robinson

After appointment, members will be assigned staggered terms to ensure a regular rotation of faculty and administrators into the LET. One-third of faculty and deans will serve one year terms, one-third will serve two year terms, and one third will serve three year terms. Members completing three-year service to the team will not be appointed to consecutive terms. Membership that represents a broad diversity of disciplines, as well as representative membership of all campuses, is encouraged.

The LET will be served by a support staff composed of: Patrick Nellis, Faculty Development Coordinator; Nick Bekas, College Preparatory Coordinator for Communications; Will Johnson, College Preparatory Coordinator for Mathematics; and Ron Nelson, Director of Institutional Research, and Ann Puyana, Assistant to the CLO.

Serving on the Learning Evidence Team is a significant honor and will required sustained time and attention. Therefore, an honorarium of \$500.00 per term will be issued to faculty members of the team in recognition for their commitment to this work. The faculty co-chair of the team will receive one release time per term.