

Ensuring Learning Coordinator
Two-year position Spring 2022-Spring 2024
Restricted to full-time tenured faculty

Position description:

In alignment with Foothill College's mission:

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.

The Ensuring Learning Faculty Support Coordinator will work towards supporting and sustaining a campus culture of inquiry and improvement, and institutional structures designed to help instructional and student services programs understand, document, and shape the forces and obstacles that contribute to their students' success in their classes and programs, and at our institution, in pursuit of our mission.

The faculty member holding this position will work synergistically with a variety of campus positions, groups, programs and initiatives focused on teaching and service excellence to promote and sustain a campus culture that harnesses collaborative reflective practices in the pursuit of continual improvement in teaching and learning for individual faculty, programs, and the campus at large.

Specifically, the Ensuring Learning Faculty Support Coordinator will be responsible for providing leadership and guidance to faculty and staff for the development, assessment and reflection of Learning Outcomes at the course (SLO), program (PLO), and college level (ILO), as well as Service Area Outcomes (SAO's) in student support services and programs. In direct support of instructional programs, this person will work synergistically with the office of instruction, the college PD coordinator and the faculty online learning coordinators to promote and sustain a campus culture that uses student learning outcomes to inform backwards course design and values engagement in iterative reflection to improve teaching and learning, and bring our institution closer to our vision where success is not predictable by race.

Key duties:

- Facilitate a Culture of Inquiry team of faculty, staff, students and administrators (soon to be formed through Academic Senate) to develop a robust program of reflective practices to support excellence in teaching and student services with a particular focus on learning outcomes.

- In collaboration with curriculum teams at the division and college level, and the Office of Equity and Professional Development, serve as a resource to faculty in the development of equity-minded student and program learning outcomes.
- In collaboration with Academic Senate and the Offices of Student Services and Instruction, convene and facilitate discussions at the college level to assess and recommit to our institutional learning outcomes (ILO's); collaborate with curriculum teams at the division and college level to map out how our courses and programs lead to mastery of the ILO's; and strategize methods of assessment and reporting on our ILO's.
- In collaboration with the Office of Equity, support methods of outcome assessment that align to the Strategic Vision for Equity, provide insight to disproportionate outcomes, and support initiatives to address disproportionate impact at the course, program and/or service area level.
- In collaboration with Institutional Research and in the spirit of continual improvement, support the strategic assessment of learning outcomes at the course, program, and institutional level during the program planning & review process, and in support of accreditation reports.
- Keep abreast of developments in learning outcomes assessment at the state and national level, and, in collaboration with Stakeholders, actively disseminate this knowledge to faculty and staff.
- Represent the needs of faculty and the institution in learning outcomes assessment on academic senate, and participate as a voting member of the Executive Committee.
- Serve as a member of the Accreditation Steering Committee and support the work of the Accreditation Liaison Officer on efforts related to outcomes assessment.
- Provide direction to Office of Instruction on software programs that support reflective teaching assessment.

Preferred qualifications:

- Demonstrated commitment to a culture of inquiry.
- Experience with backwards course design.
- Experience with equity-minded assessment design.
- Ability to inspire faculty in developing an appreciation for the role of learning outcomes in effective teaching and learning.

- Comfort with outcomes and assessment tracking software, and willingness to learn to serve as an administrator and trainer of the system chosen by the college.
- Demonstrated knowledge of accreditation standards related to written SLOs and the SLO assessment and review process.