**Program Learning Outcomes and Course Alignment (POCA)**

**for Workforce Programs**

**Program Name:****­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Program Learning Outcomes: |  |
| Program Learning Outcome 1: |  |
| Program Learning Outcome 2: |  |
| Program Learning Outcome 3: |  |
| Program Learning Outcome 4: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate how the course will support the program learning outcomes. Include courses outside your discipline area and work collaboratively with those disciplines to determine how the course(s) will support the program learning outcomes.

Please note that it is understandable if these courses do not assess the program learning outcomes and serve predominantly to introduce, practice and/or emphasize the program outcomes.

***How to complete the program map:***

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome.

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |
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**Developing an Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct and indirect methods of assessment. Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Describe the direct and indirect assessment methods that will be used to assess the program learning outcomes. Include a) what will be assessed, b) how will it be assessed, c) who will be assessing it, and d) when will it be assessed.

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| Program Learning Outcome | Direct Method (Ex: exams, individual projects, performances, etc.) | Indirect Method (Ex: surveys, course evaluations, employment placement, etc.) | How will the data be collected? (as scores, checklists, portfolios, etc.) | Who will collect the data? (Faculty, Program Director, Associate Dean, Dean, etc.) | When will data be collected? (Be specific and include a variety of check points, such as specific courses, end of first term, throughout the term, etc.) |
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**Section II: General Education Courses**

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. This Core Requirement establishes four key principles regarding the general education component of undergraduate degree programs:

* The general education component is based on a coherent rationale.
* General education courses are college level.
* In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to the student’s occupation or profession, and are drawn from specific academic areas.
* The general education component constitutes a minimum number of semester hours, or its equivalent, and comprises a substantial component of each undergraduate degree.

**Note:** General education courses already have an assessment plan in place, so they do not need an additional assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

If no specific or “recommended” courses are selected for the general education component of the program, then enter “all available course options”.

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| Collin College Communication Requirement | Humanities/Fine Arts | Social and Behavioral Sciences | Natural Sciences and Mathematics | Other |
| ENGL 1301 |  |  |  |  |