SJVC

A PRIVATE JUNIOR COLLEGE

Assessment and
Instruction
March 3, 2014
2:00
San Diego and Rancho Cordova
M21904

Minutes

Attendees: Jean Honny, Carla Tweed, Sue DeLong

Achieve Student Learning Outcomes
Initiative 8:   Achieve ≥ 90% of active courses using common mastery assessments through D2L for capture of learning outcome data.
Task 3: Determine what resources are needed to close the gap between common mastery assessments available and those in use.

Achieve Effective Program Review
Initiative 1: Achieve developed or highly developed in all categories on the Program Review Rubric
Task3: Support program constituents for active participation in the analysis of program data

I. **Effective Instruction**
- Classroom Observation
  - Calibration
    - Two or more observers to compare findings, recommendations for improvement and future faculty training topics- It is hard to calibrate when you have a small administrative staff- Jean; Carla has rules for observing other instructors which she will share with Jean.
- Lesson Plans- continue creating, sharing, documenting, enhancing
  - Recommendation to upload in the actual course for future reference- block from student view
  - Rancho Cordova is working on lesson plans
  - Send Annette any new templates or ideas for lesson planning
- Professional Development tracking
  - Folder in *Infozone>Campus>Faculty Documents>Faculty Professional Development folder*
  - Rancho Cordova did a PD on Diversity which she will share with Jean.
  - Both campuses would like to see a space on IZ where campuses can share materials and ideas for PDs.
  - Jean would like to do a PD on sexual harassment for faculty that goes beyond what was delivered to management
- Blending Pedagogy and Andragogy in 2014/2015
  - Adding the adult learning process/relevancy to what we have learned with Marzano strategies
  - Initial training will be conducted at the DM Conference May 14-15

II. **Faculty Scheduling**
- Continue to thoughtfully schedule faculty
- Alternative assignments discontinued Does this include secondary instructor? No

III. **Program Review and Curriculum Conferences 2014**
- Jaimi Paschal, Curriculum Specialist, will head Program Reviews; Todd Gervais will head Curriculum Conferences
- 2014 Schedule: *InfoZone > Departments > Program Review> 2014 Program Review And Curriculum Conference Schedule (PDF)*
  - Please RSVP to program reviews, curriculum conferences and New Faculty Orientations in a timely manner so appropriate resources can be prepared

- **RT Curriculum Conference March 14:**
    1. Evaluates and updates curriculum documents and resources to ensure accuracy
    2. Curriculum documents and resources include: assessment plans, curriculum maps, common assessments, library resources, textbook list, equipment list
    3. Attendees may be asked to assist with updating materials prior to or after the conference

III. Learning Outcome Reports
InfoZone > Departments > Report Center > Academic Affairs > Learning Outcomes
<mark>Report spreadsheets for Common Assessment Usage were reviewed. Sue provided guidance on how data is gathered, interpretation of report results and report usage. Live reports to be released soon</mark>.

- Curriculum Repository Snapshot Reporting Process
    1. The process developed by IS captures snapshots of outcome links in the curriculum repositories every Week 5; Day 5   (This has already begun)
    2. The assessment data from every eCourse is loaded into our database also on Week 5; Day 5. **Snapshots of linear courses will be taken on the closest modular Week 5 Day 5 to the linear course start/end date.**
    3. The course data is compared with the snapshots of learning outcome links taken from the corresponding Curriculum Repository (CR) on the previous Week 5; Day 5
    4. Summary tables of data are created from which the learning outcome reports will be based
    5. This process runs on an automated schedule to extract and finalize data.

Week 5; Day 5	Weeks 1-4	Week 5; Day 5
Snapshot taken of CR for next module's comparison	Teach course and assess students	Assessment data from previous from previous 4 weeks is loaded into database and compared to snapshot taken on previous Week 5; Day 5
		Snapshot taken of CR for next module's comparison

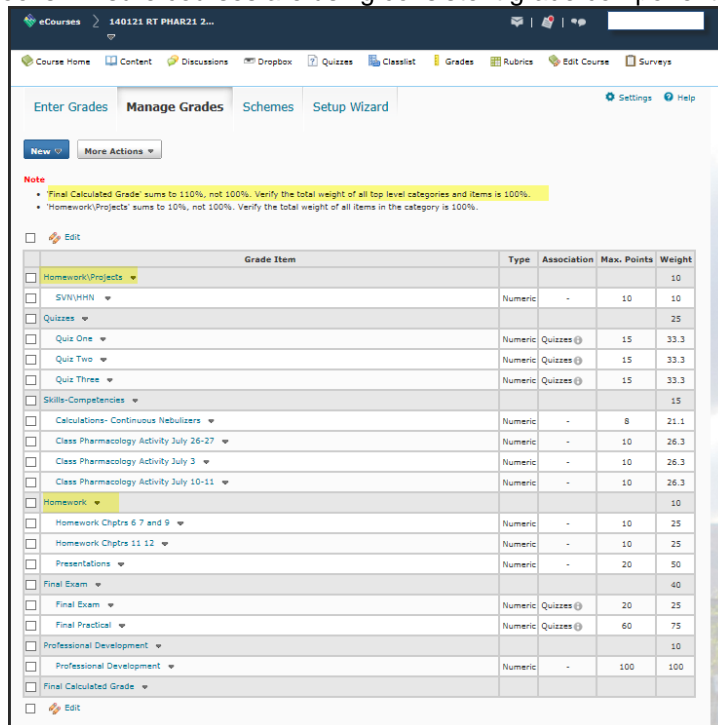- What does this mean for instructors?
    1. Data is not based on individual course links. If links break, data will still be collected.
    2. Instructors can move mastery questions among exams without any restrictions
    3. Any updates to common assessments in repositories won't be active until the snapshot is taken the next module on Week 5; Day 5
    4. Instructors do not need to copy from the CR each module; they can copy from their previous courses
    5. Instructors will need to copy from the CR when changes are announced or the instructor is teaching the course for the first time
    6. Instructors need to USE common assessments

- Campus Management focus:
    1. Ensure Instructors are using common assessments for the current module
        - Don't be concerned if links break
        - Use the questions and grade items with rubrics!
    2. Spot check to ensure instructors are assessing correctly with rubrics through the grade item copied from the CR. Many instructors are assessing with the rubric alone

3. Monitor new instructors closely so they don't develop inaccurate practices

- Reports that are affected:
  1. Common Assessment Audit
  2. Course Outcome Results
  3. Instructor Verification Survey Data
  4. Instructor Summary Card

- What about our data?
  1. Data has is being collected and has been collected from common assessments delivered to students for all past and current modules
  2. Data is not in a reportable format as of yet
  3. Keep using the common assessments- that is what generates the data

- Gradebooks- Ensure courses are using consistent grade components

IV. Analyzing student learning on the course and campus levels
Policy

- Please attend data training with Christine Morgan and ensure all faculty receive the training on the campus.
- Instructors to analyze course learning data and identify classroom improvements for at least one course upon completion of a module/term for which they have taught. Document analysis using the Student Learning Dialogue Sheet or comparable document. Forward document to Division Manager, Program Director or Academic Dean to be uploaded.
- Campus management is to lead their faculty in analyzing learning outcome data at least every six months. Document analysis using the Student Learning Dialogue Sheet or comparable document. Program Director or Academic Dean to upload documents into Assessment and Instruction eCourse.

Course Code										CLO Mastery
HCP101							Achievement Target: Question			
	⊞ CLO-HCP101-1	Identify the various structural body systems and describe their relationship to body functions					85%			69% 27 of 39
	⊟ CLO-HCP101-2	Apply the use of roots, combining forms, prefixes and suffixes to determine the meaning of medical terms					85%			38% 15 of 39

		Course Start Date	Student Name/Session	Common Assessment Title	# of Common Assessments Available	Assessments Delivered	Achievement Target	Individual Achievement	Assessment Type Achievement	CLO Mastery
		⊟ 1/21/2014								38% 15 of 39
			⊟ Instructor A	12M3-2						50% 11 of 22
			⊟ Student 1							Yes
				Quiz Activity Numeric	Common Mastery Assessment Questions	5	5	4	4	Yes
			⊟ Student 2							No
				Quiz Activity Numeric	Common Mastery Assessment Questions	5	5	4	3	No

V. Assessment and Instruction agendas, minutes and support documents are housed in Assessment & Instruction eCourse (search assessment)

VI.. Next meeting: Thursday, May 8 What time is best?

VII.. Dates for 2014: July 17; September 25; December 4 (MWS **M21904** for all)