

MEMORANDUM: Annual Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs & CAO
From: Amanda Leo, Instruction Committee Chair
Date: February 1, 2017
Subject: **Governance Committee Annual Report**
Select Report: Annual End-of- Year Report
Academic Year: 2016-2017

Charges:

Instruction Committee Charges 2016-2017

(Amanda Leo, Chair; Steve Litherland, Academic Team Representative)

- Review and recommend any revisions to policies, procedures, plans, or other relevant document that are germane to the purpose of the Instruction Committee; assist in drafting new policy and procedures, if needed.
- Establish proposed glossary of terms for general education competency rubrics as needed (oral communication, cultural and social understanding, information literacy, personal development, quantitative reasoning).
- Recommend content for online professional development modules specific to general education assessment.
- Increase adjunct faculty awareness of General Education Assessment through communication and dissemination of information.
- Determine the committee's role in advancing Guided Pathways.
- Establish a repository of resources for faculty to support instructional effectiveness.

Actions: Actions taken to address charges are summarized below.

- IC distributed copies of *Redesigning America's Community Colleges* (Bailey, Jaggars & Jenkins 2015) to its membership. IC members read this throughout the academic year to support determination of the Committee's role in advancing Guided Pathways.
- A formal statement on the Role of IC in advancing Guided Pathways has been established:
How does the Instruction Committee support the TCC Guided Pathways initiative?
 - Develops and maintains principles and examples that will help teaching faculty design assessments to measure complex learning outcomes, and that will help them think through how to use the results of learning assessments to improve instruction.
 - Develops and updates content related to general education assessment on GEARS, which provides a framework to help faculty understand how core competencies align with pathways structure.
 - Uses data to question current practice, engage faculty in collaborative inquiry, inquiry reflection, and ongoing improvement relative to instructional practices.

- Works with the individual Discipline Leads to ensure that their faculty members (both full-time and adjuncts) have the resources and training opportunities to measure the effectiveness of their specific courses and program in line with stated Competency and Learning Outcome standards as defined by the rubrics.
- Reviews rubrics to ensure that General Education Competencies are clearly defined and measurable for the programs in each of the 9 career pathways and their disciplines.
- Adjunct awareness was addressed through the following:
 - Active efforts to recruit an adjunct faculty member for representation on the IC
 - General education assessment is proposed as content material for the new Adjunct Faculty Academy
 - All full time faculty, adjunct faculty, and librarians are included in GEARS emails distributed by the IC
- IC has reorganized the Qualitative Reasoning general education competency rubric to include a glossary of terms on the cover page so that it is consistent with the presentation of other rubrics.
- IC scheduled working sessions for faculty to participate in Critical Thinking rubric revisions throughout the spring semester and at May Learning Institute.
- IC scheduled working sessions for faculty to participate in Scientific rubric revisions throughout the spring semester and at May Learning Institute.
- IC has proposed a tiered model of professional development modules specific to general education assessment and presented to the AVP for Faculty Professional Development. The IC has created the following module “Introduction to General Education Assessment Part I: Background, History & Process of Competency Identification”
- IC reviewed the SCHEV Draft Policy on Student Learning Assessment in Quality Higher Education and provided feedback to Kellie Sorey on Nov. 16th, 2016 and again on March 17, 2017.
- Committee members have reviewed several instructional resource books. Titles that were reviewed by IC members include:
 - *Small Teaching: Everyday Lessons from the Science of Learning* by James M. Lang
 - *The Course Syllabus: A Learning-Centered Approach* by Judith Grunert O’Brien et als.
 - *Teaching at its Best: A Research-Based Resource for College Instructors*, by Linda Nilson
 - *How We Learn: The Surprising Truth About When, Where, and Why It Happens*, by Benedict Carey
 - *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* by Laura I. Rendón
- The IC has created an official Instructional Resource Repository within LibGuids to house recommended resources for supporting instructional effectiveness.
 - The repository can be accessed at libguides.tcc.edu/instructionalresources.
 - Bookmarks to promote the repository were created for distribution and disseminated to faculty and staff at May Learning Institute.
 - The repository currently contains the following information:

- Links to TCC Instructional Resources
- Links to Web Resources
- Twitter Feeds
- Recommended Books
- Featured Quotes

Additional actions taken by the IC this academic year are summarized below:

- Amanda Leo served on the General Education Committee Task Force as the IC representative
- [Instruction Committee Webpage](#): Updates regarding membership, minutes, and bylaws have been made and are current as of 05/7/17
- Critical Thinking assignments were reviewed by the IC at the annual retreat held on March 24, 2017 and 39 were added to GEARS as sample assignments for faculty.
- The Authentic Assignment Tool (AAT) was revised based upon faculty feedback and the following statement was removed “ If NA, how could the assignment be adapted to require this dimension.”
- Amanda Leo (Chair) and Jennifer Ferguson (Director of General Education & Transfer Partnerships) co-presented "GEARS: For Faculty, By Faculty," at the 2016 Virginia Assessment Group Conference in Richmond, VA Nov. 16-18, 2016. The reviewers found that the proposal focused appropriately on this year’s theme: *Showcasing Practices that Improve the Quality of Teaching, Learning, and Assessment.*
- Assessor Training on critical thinking competency was held on 10/14/16 with 14 new faculty attendees.

Planned Actions/Goals:

Fill current open positions

1	Business Management	ACC, ACQ, AST, BUS, ECO, FIN, HRI, HRT, LGL, MKT, REA
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- Review and recommend any revisions to policies, procedures, plans, or other relevant document that are germane to the purpose of the Instruction Committee, e.g., course outline and course syllabus templates, the General Education Assessment Plan, Policy 2015 Academic Standards
- Collaborate with New Faculty Academies (full time and adjunct) to provide professional development content specific to general education assessment and instructional resources.
- Facilitate rubric revisions for scientific reasoning and written communication general education assessment competencies.
- Document a process and timeline for official course outline review and make recommendations for its inclusion in appropriate policy, procedure, or other relevant document.