

Troublesome Standard 4.A.3:

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Clicker work?

Clicker Check:

1. Turn clicker on.
2. Michele: Start the count and display
3. Press A (clicker should light up green)
4. Now, Press B (you can change your mind)

Faculty and “Challengers”

Faculty stay faculty

Faculty Role:

- Answer questions with a particular course in mind (“homework”)
- Makes note of roadblocks, but doesn’t get bogged down with them (eg, pt/ft, ability to “play in sandbox”, lack of resources)

Non-faculty take role of “challenger”

[Kendra, Sally, Anne, Gabe, Pam, Heather, Laura]

One Challenger per group

When appropriate, the challenger...

- Takes perspective of student, public, accreditor, employer, etc.
- Questions (nicely) attitudes of the group/individuals from this perspective
- Helps faculty not get bogged down with roadblocks

Anyone wish to switch roles? (Faculty count)

For a course that you teach often...

- Faculty: You are “interviewing” a successful student about what they learned the day after all course work was completed.
- Pick skill/concept/knowledge that you would expect this student to know. It should be something...
 - Most students would learn, or strengthen, in the course (not prior knowledge)
 - Measurable (you can assess student ability as A/B/C/D/F or P/NP)
 - Reasonable for all passing students
 - That, in your opinion, if the student could not do, s/he should NOT have passed the class.
- We will call this “**Reasonable Expectation #1**”
- Write it down on the activity sheet (#1)

For a course that you teach often...

Was finding your Reasonable Expectation #1
easy or hard?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – easy

B: CTE – hard

C: LDC – easy

D: LDC – hard

For a course that you teach often...

If a colleague in your discipline/program did not value Reasonable Expectation #1, which of the following would you be more likely to agree with?

A: Colleague = AWFUL instructor (and doing students a terrible disservice)

B: It is ok, professionals can disagree

C: Perhaps I need to reconsider why I value Reasonable Expectation #1

D: Other

[CTE vs LDC?]

For a course that you teach often...

In your class, how do you grade students for Reasonable Expectation #1?

A: Exam and/or Quiz

B: Writing Assignment

C: Observation

D: Other

For a course that you teach often...

Please write down specifics for how you grade students for Reasonable Expectation #1 on the activity sheet (#2)

For example:

Math class

- Quiz 3 (one 5-point question out of 5 questions)
- Test 2 (three 7-point questions out of 20 questions)
- Final Exam (two 7-point questions out of 30 questions)

For a course that you teach often...

Do you know of other ways to grade students on Reasonable Expectation #1 that you approve of (perhaps a colleague has a different approach)?

A: Yes (most or all)

B: No (few or none)

C: Unknown

If you answered “yes” here, please write down on the activity sheet what you know about how other instructors grade Reasonable Expectation #1 differently (#3).

For a course that you teach often...

Have you had a suspicion (or evidence) that a student passed the course taught by a colleague at PCC and the student had not “learned” Reasonable Expectation #1?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not applicable (I am only one teaching course)

Michele's sad realization

- Reasonable Expectation #1 --- not guaranteed
- “Professionalism” ? (colleagues / outsiders)
- $\geq 65\%$ required on final exam
- Around 75% of course grade from Exams and Final
- “Students who make a C in a math class really should take it over again”
- CCOG's requirements for weight of final

For a course that you teach often...

Based on how you grade, do you think it is possible (albeit perhaps unlikely) for student to pass your class without knowing Reasonable Expectation #1?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

For a course that you teach often...

Is the Reasonable Expectation #1 given as a course outcome in the CCOG (or somehow clearly contained in a course outcome)?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

(Michele: Make note of # of no's)

For a course that you teach often...

Do you like the course outcomes given on the CCOG for the course you picked?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

If you answered “no,” please write down why (#4).

In General

Do you believe that instructors who teach the same course should have similar “reasonable expectations” for the course?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

In general

In your opinion, how critical is it that a student show ability in the SAC-defined “Reasonable Expectations” for a course to pass a course?

A: It MUST happen

B: It doesn't matter

C: Not sure

In General

Do you believe that instructors who teach the same course should have very similar ways of evaluating student's ability for common “reasonable expectations” for the course?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

In General

Do you believe that instructors who teach the same course should have *agreed upon ways of evaluating student's ability* for common “reasonable expectations” for the course?

[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure

Minutes

Do we feel ok with...

- posting results of the survey as an attachment?
- notes from group discussion?

Next steps?

Feedback on activity sheet (#6 and #7)

Small Group Discussion

Pick time keeper. Spend ____ minutes on each question. We will share with bigger group.

1. Do you think your colleagues have the same “reasonable expectations” for courses in your discipline/program? If not, does it matter? Why or why not?
2. Should instructors ensure that students know the SAC-agreed upon “reasonable expectations” before passing the student? Why or why not?
3. Should instructors agree upon methods of assessment for the SAC-agreed upon “reasonable expectations”? Why or why not?
4. Should “reasonable expectations” be course outcomes? Why or why not?
5. Concerns?
6. Thoughts on next steps?