

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.

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)

1. For a course that you teach often...

Was finding your Reasonable Expectation #1 easy or hard?

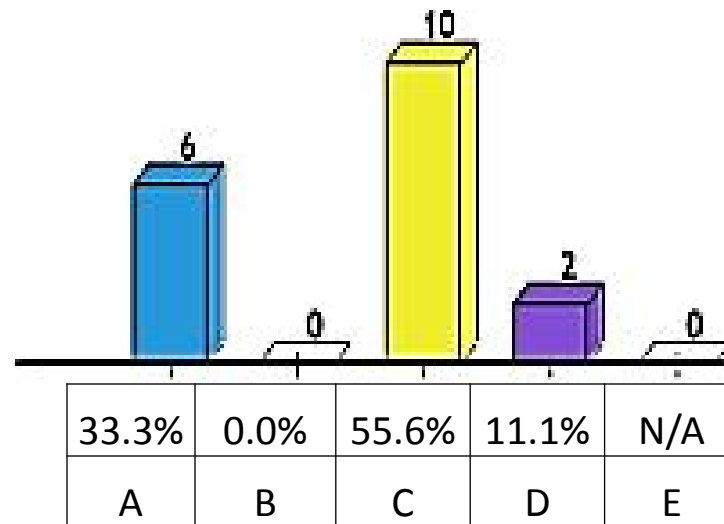
[Please answer yes/no with the appropriate LDC or CTE category.]

A: CTE – easy

B: CTE – hard

C: LDC – easy

D: LDC – hard



2. 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?

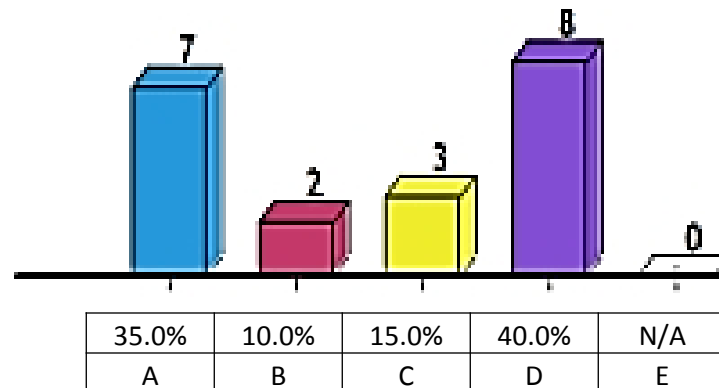
A: Colleague = AWFUL instructor (and doing students a terrible disservice)

B: It is ok, professionals can disagree

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

D: Other

[CTE vs LDC?]



3. For a course that you teach often...

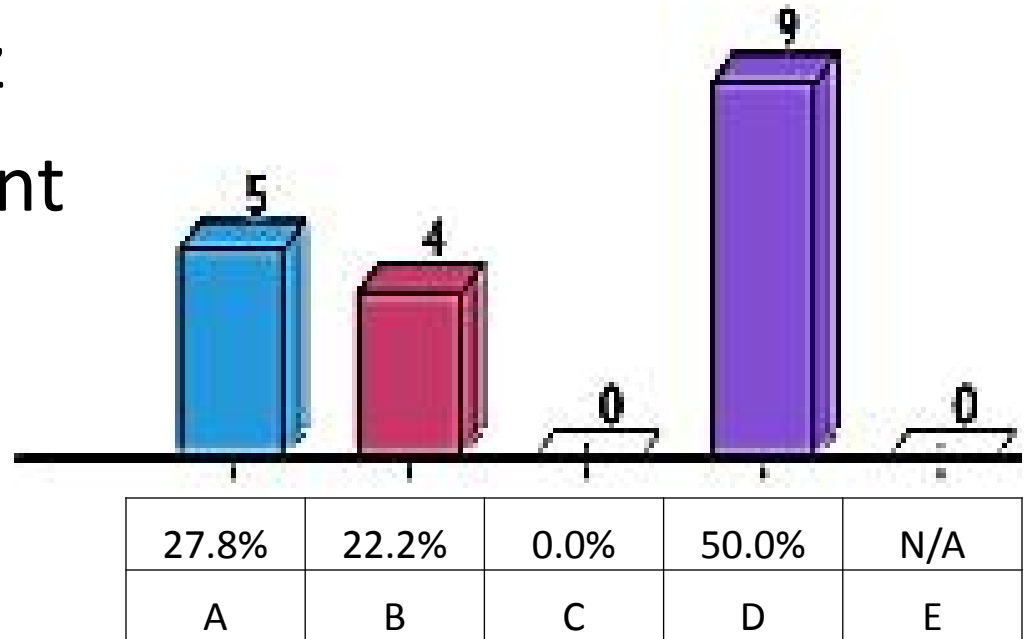
In your class, how do you grade students for Reasonable Expectation #1?

A: Exam and/or Quiz

B: Writing Assignment

C: Observation

D: Other



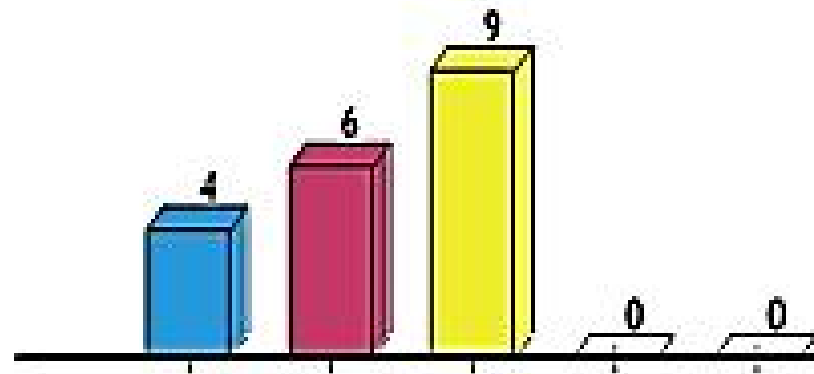
4. For a course that you teach often...

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



21.1%	31.6%	47.4%	N/A	N/A
A	B	C	D	E

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).

5. For a course that you teach often...

[There are 2 of these slides – what was issue?] 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.]

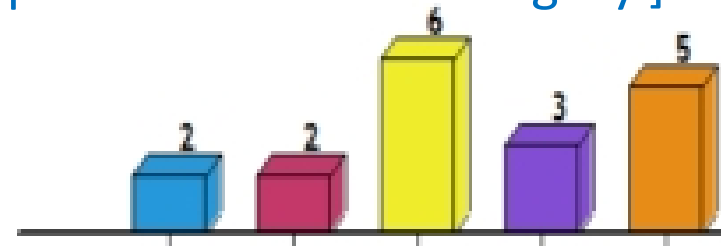
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

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



11.1%	11.1%	33.3%	16.7%	27.8%
A	B	C	D	E

6. For a course that you teach often...

??– How did we reword this one? 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.]

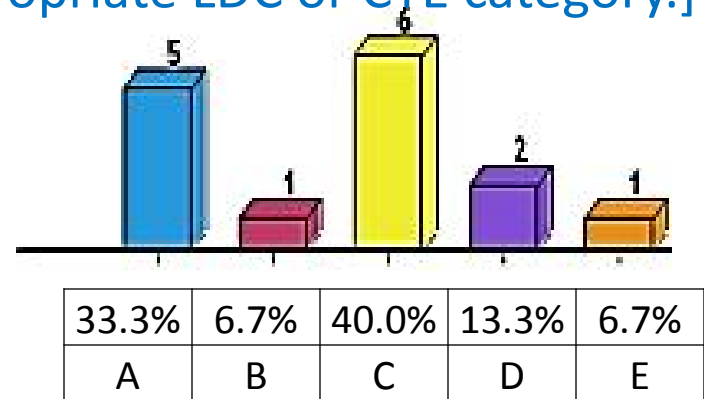
A: CTE – yes

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

7. 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.]

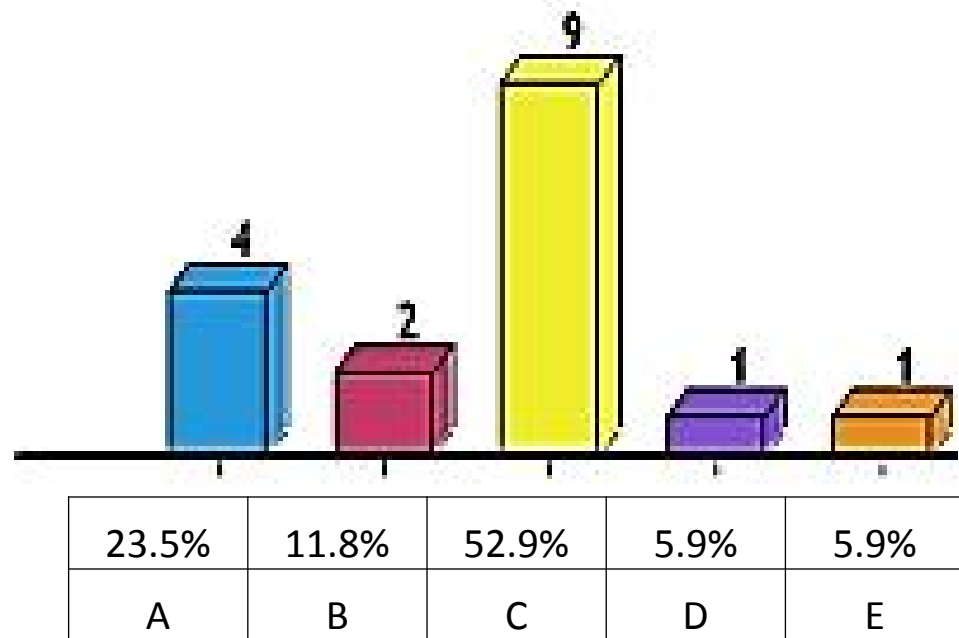
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure



8. 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.]

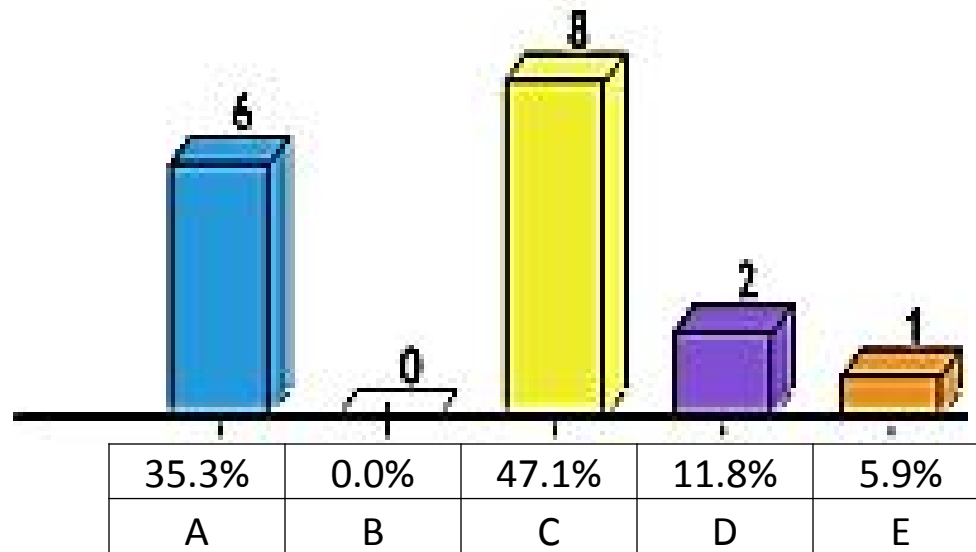
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure



9. 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.]

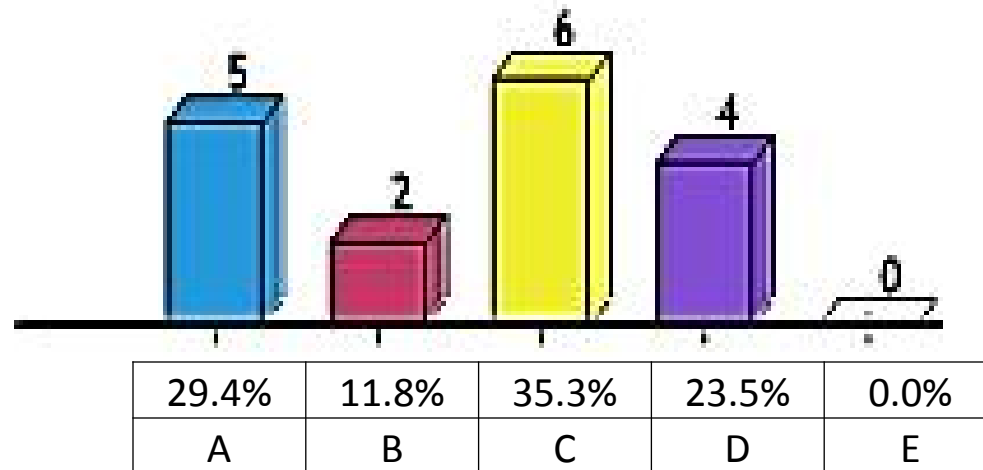
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure



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

10. 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.]

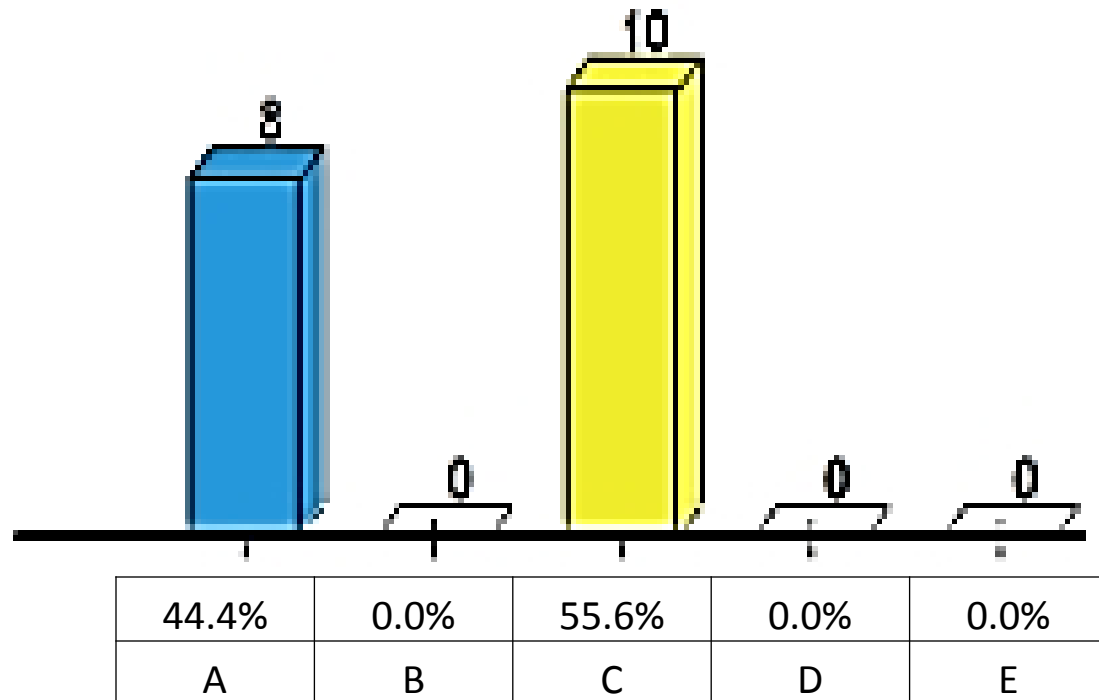
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

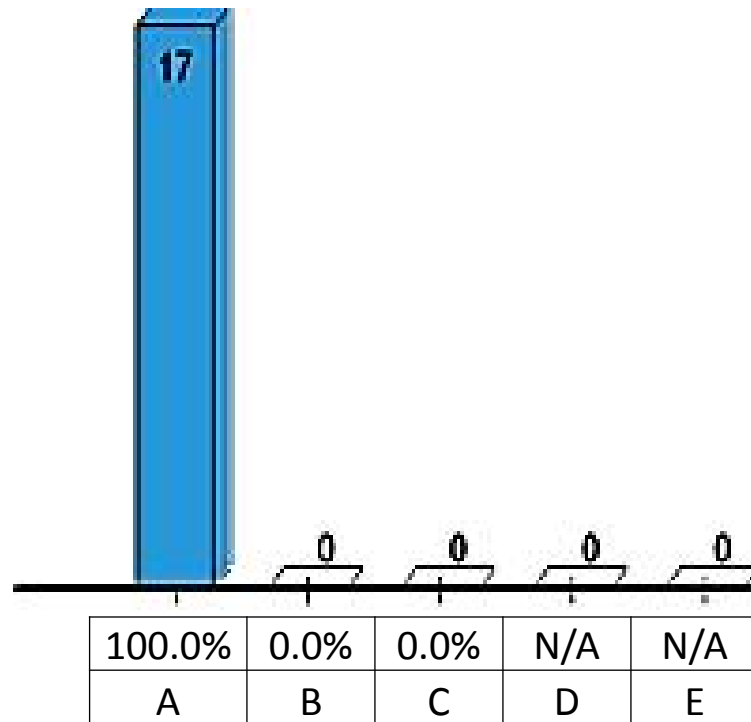
E: Not sure



11. 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



12. 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.]

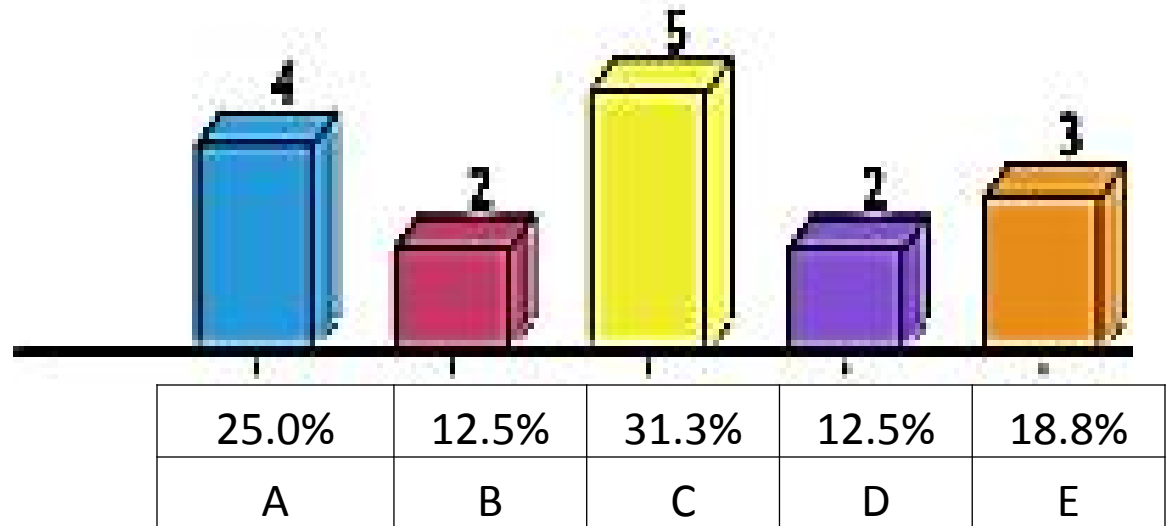
A: CTE – yes

B: CTE – no

C: LDC – yes

D: LDC – no

E: Not sure



13. 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

