

# **INSTRUCTION COMMITTEE**

## **Meeting Minutes**

March 27, 2015

1:00 pm in Chesapeake, Academic Building-Room 4101

**Meeting Facilitator:** Amanda Leo, Chair

**Recorder:** Heather Fitzgerald

**In Attendance:** Michael Blankenship (ENG- C), David Brandt (MTH-C), Jennifer Ferguson (District), Heather Fitzgerald (LIB-B), Lydia Leporte (BUS-B), Steve Litherland (District), Don Mendonsa (IS-C), Kerry Ragno (Dean-N), Don Remy (IT-C), Lara Tedrow (SS-N), Amanda Leo (HP-B),

**Absent:** Barbara Blake Gonzalez (SS-C), Cameron Russell (Past Chair-N), Calvin Scheidt (Dean-B), Christine Damrose-Mahlmann (PAPC)

**Guests in Attendance:** General Education Assessment Coaches: Debbie Edson, Natasha Filipski, Karla Guilford-Shipp, Bobby Rowe, Amy Shay, Kim Utley

### **I. Roll call/ Introductions**

Meeting was called to order at 1:01 pm. Committee members identified themselves and the discipline they represented.

### **II. Approval of minutes from last meeting**

Quorum was established. The March 3rd minutes were approved. The March minutes will be added to the Instruction Committee website.

### **III. Open issues**

#### 1. Ice Breaker

Heather led an icebreaker focusing on terminology related to General Education.

#### 2. General Education Assessment

##### A. Authentic Assignments

Jennifer led a discussion on how to determine if an assignment is authentic or not. This discussion was inspired by the article "Authentic Tasks" by North Central College faculty member Jon Mueller (<http://jfmuller.faculty.noctrl.edu/toolbox/tasks.htm>). The Committee was not tasked with changing competency rubrics, but did have the opportunity to make comments on using the rubrics to determine which authentic assignments to add to GEARS. Assignments were to be deemed authentic if they were non-traditional assignments and designed to assess student's ability to apply standard-driven knowledge and skills to real-world challenges.

##### B. Determining Authentic Assignments for GEARS

The Committee and General Education Assessment Coaches broke into teams and evaluated sample assignments by competency using a worksheet. This worksheet helped groups ensure that assignments were authentic and listed specific evidence of how the assignment supported competency dimensions. Assignments were either submitted by TCC Faculty or gathered from valid sources. Sample assignments that were considered authentic, relevant to real-life situations, and addressed competency dimensions were

recommended for addition to GEARS. The Committee recommended sample assignments for every general education competency.

#### **IV. Break (10 minutes)**

#### **V. New business**

##### **1. Instruction Committee Bylaws Revisions**

Changes to the bylaws were approved by Committee vote with no dissenting votes.

Changes approved:

- Added Academic Affairs Domain (represented by the Director of General Education Assessment & Transfer Partnerships) to the Faculty Representation chart
- Changed “Learning Resources” to “Libraries” in the Faculty Representation chart
- Updated number of voting member from 14-22 to 15-23
- Changed “academic deans” to “academic administrators” in Section IV. A.

##### **2. Official Course Syllabus Template**

###### **A. Review of proposed language additions**

The Committee agreed that the official language should indicate which parts of the syllabus must not be altered. The team commented that using color to indicate required sections or verbiage may be helpful. Suggested sections for required language of “must not be altered” included:

- i. **Course Description-** which includes all details in the course description, i.e., course prefix, course number, course title, credit hours, lecture hours, clinical hours (if applicable), lab hours (if applicable), contact hours (if applicable), studio hours (if applicable), and requisites.
- ii. **General Education Core Competencies-** They are copied directly from the Official Course Outline into the Course Syllabus Template
- iii. **Measurable Learning Outcomes-** They are copied directly from the Official Course Outline into the Course Syllabus Template

###### **B. Official Course Outline/ Course Syllabus process**

- i. Re-affirmation of TCC’s accreditation is set for spring 2016.
- ii. Policy 2105 Draft “Academic Standards for Course Outlines, Syllabi, and General Education Assessment.” The Committee identified a need for changes to sections 4.1, 4.2, 4.3 and 5
- iii. The Committee discussed a need for revision of course learning outcomes, aligning general education competencies for each course, and ensuring the course topics are both agreed upon by faculty and that these topics match the learning outcomes identified for the course. The frequency for Official Course Outline revisions is under discussion to propose every 5 years. The Committee discussed that revisions to non-general education Course Outlines should be included on a rotation cycle as all courses can be represented in assessment. It was suggested that non-general education classes could be on a priority schedule with some course outlines being reviewed every few years as appropriate, but on a fixed schedule. It was also discussed that a color-coded template may add clarity regarding the review process.

#### **VI. Next meetings**

1. **Tuesday April 14:** Instruction Committee Meeting, Virginia Beach Campus, Regional Health Professions Building, Room MN 300, 2:00.
2. **May 12:** Instruction Committee Meeting, Norfolk, District Green Building, Room 502, 2:00
3. **May 13-14:** Learning Institute, Chesapeake Campus – Student Center

#### **VII. Adjournment**

The retreat adjourned at 4:07 pm.