

## **Instruction Committee Year-End Report 2019- 2020**

### Membership:

Angela Bell (Health Professions)  
Michael Blankenship (English)  
Elizabeth Briggs (Communications)  
Lisa Carter (Information Systems)  
Debra Dart (Public Services)  
David Delong (Mathematics)  
Jennifer Ferguson (Director of General Education Assessment and Transfer Partnerships)  
Glenn Fox (Social Sciences)  
Mark Frederick (Communications)  
Brittany Horn (Libraries, Recorder)  
Harlan Krepcik (Industrial Technologies)  
Steve Litherland (AVP Libraries, Past Chair, Ex-Officio)  
Corrine Lilyard-Mitchell (Fine Arts/Arts and Design)  
Jessica Morales (Natural Sciences, Chair Elect)  
Victoria Proffitt (Mathematics)  
Richard McCammon (Humanities)  
Angela Slaughter (Business Management)

### Vacancies:

Academic Dean (Transfer Programs)  
Academic Dean (Career and Technical Programs)

### **Charges 2019- 2020**

1. Facilitate and finalize Professional Readiness rubric revisions that align with the college's new General Education Assessment Plan and associated learning outcomes.
2. Review TCC data and related research on the adoption of Open Educational Resources (OER). Recommend strategies for OER adoption at TCC that improve student retention and progression measures as stipulated in the VCCS Performance Funding Metrics.
3. Collaborate with DLTC to reword segments in current TCC syllabus template for online and hybrid courses.

### **Instruction Committee's Progress**

1. Professional Readiness Rubric:
  - a. IC has been working extensively on development of the Professional Readiness (PR) Rubric.

- Faculty input was solicited for the PR rubric.
- IC members evaluated other PR rubrics and objectives and discussed modifications to make each objective measurable.
- IC worked to develop objectives worded to maximize application at TCC for practicality and accessibility.
- IC drafted definitions of outcomes and terms that fulfill the requirements that would allow the rubric to apply to students from any division. Preparedness, professionalism, and collaboration were decided upon as the main outcomes.
- IC evaluated outlines and outcomes for courses to ensure the PR rubric fit with career and technical as well as transfer programs.
- IC evaluated a series of example assignments from multiple disciplines to ensure rubric could be successfully used in many courses.
- Rubric was provided to Deans and faculty.
- A college-wide open invitation to attend a meeting introducing the rubric and to have a conversation regarding the objectives, assessments, and to provide clarification.
- Feedback was solicited from faculty and administrators for rubric adjustments.
- Due to the nature of the meeting – at least one additional opportunity will be provided to the college to meet with the IC to discuss the rubric, potential assignments, etcetera once the social distancing restrictions are lifted.

## 2. OER adaptation and recommendations:

- This charge was assigned prior to the creation of the OER Advisory Task Force. Since multiple committees are working on this charge, the IC decided that this charge should be met in collaboration with and using the research already collected from the other committees.
- A motion was passed that the IC will review recommendations made by the OER Advisory Task Force and provide feedback to Academic Affairs

## 3. Syllabus Template:

- The syllabus language currently in the Syllabus Builder does not always fit with hybrid and online courses. Modifying the language – such as that for attendance (where class ‘meetings’ may be defined differently for distance courses) should be incorporated automatically.
- There was discussion on the letter designations for courses (O online, H hybrid, campus, Z zero cost, L low cost, etc). Incorporation of appropriate terms and language into the Syllabus Builder for courses based on designations would be helpful.

- The amount of content that would be affected increased significantly in March with the current social distancing regulations. As such, faculty input is being solicited and the charge will be carried to next year to better meet the needs of the college.
- Discussion of the length of the syllabus and the overlap of information between the Student Handbook and the standard content in the Syllabus Builder indicated several areas of overlap and that the best practices for syllabus creation and delivery may not be currently used.
- Faculty feedback indicates some faculty have both the Syllabus Builder syllabus and a shortened FAQ syllabus for students since students indicate they do not read the syllabus due to length. IC wants to research best practices and delivery methods for content in the coming academic year.

### **Proposed Charges 2020- 2021**

1. Facilitate review of the Written Communication rubric and make revisions that align with the college's new General Education Assessment Plan and associated learning outcomes.
2. Research best practices for syllabus construction and content and make recommendations for delivery to students.
3. Collaborate with DLTC to reword segments in current TCC syllabus template for online and hybrid courses.