SPRING 2017 REPORT

FACULTY LIAISON TEAMS
There was a meeting held in January and then monthly meetings were held in February, March, and April. The culminating experience for the FLT groups was held in May as a day of faculty sharing (Bootcamp). The January kickoff meeting provided an overview of the semester and plans for the upcoming semester.

The monthly meetings each had a specific purpose to help guide faculty the process of learning to create a faculty tool box of resources by the end of the semester. In February, the meeting was a collaboration between Professional Development and the FLT to highlight a process to create an instructional/conversational video for the toolbox. During the March meeting, additional items for the toolbox were presented to the FLT members to increase the options and delivery method. The options were videos, tools of the trade, learning activities, online resources, or a poster. All of these tools are directly related to teaching the key indicators in the classroom. The final meeting in April focused on lessons learned this semester and having the faculty commit to creating an item for the faculty toolbox.

Lessons learned:
- Faculty appreciate the opportunity to reflect on their practice of teaching and learning.
- Faculty need to create their own destiny with deliverables. If given the opportunity to develop resources, they will come up with great ideas. They do not want to be told what to do.
- Through the FLT meeting we gathered helpful information on the faculty members understanding of blackboard rubrics and how they are currently being used.
- Faculty have a strong desire to serve as liaisons and work directly with fellow faculty.
- Faculty have concerns about training and implantation of the CCI with part-faculty.

SPRING PILOT OF A4L (BLACKBOARD ANALYTICS FOR LEARN)
Results:
A total of 10 faculty member piloted across at least 10 courses (12 sections)

Experience of Faculty:
The overall experience was very positive. There were no major issues with the initial upload of the rubrics or grading column packages. There was a slight glitch with one faculty member need to use a PC to import the packages as it would not work on a Mac. There were issues determined with the naming convention of the grading column to best capture the data once entered. This was worked through and a solid process has been created for 2017-18.

Lessons Learned:
The training and directions provided by e-Learning were excellent. There helped all of the faculty members complete the process without major problems.
Directions on how to use the rubric will need to be clear. Faculty CANNOT use the rubric as a secondary rubric for grading in blackboard. This needs to be abundantly clear with the GEF all using this in the fall.

We need to make sure we have open labs and training resources available in the fall to assist all faculty and most importantly part-time faculty with importing and completing the process.

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FACULTY LIAISON TEAM BOOTCAMP

Number participated:
A total of 28 Faculty members plus the leadership team participated in Bootcamp.

Items received for Faculty Toolbox:
7 Videos were recorded and need to be edited
2 Posters were created
7 Learning Activities were submitted
5 Tools of the Trade were submitted
3 Online Resources were submitted
24 total resources were created and submitted as of 5/23/17. More may be submitted as we finish the semester.

Lessons Learned:
• Faculty appreciate having time to connect with other faculty during Bootcamp.
• Faculty appreciated having options for submissions for the faculty toolbox.
• The CCI strategies for instruction are excellent overall teaching strategies.
• There is a difference in effectiveness with teaching face-to-face and online. Faculty have a strong desire to make the experiences equal but feel like they lack the training and skills.
• Students need to have a safe place to fail and then learn how to process that failure so they can move toward success.
• Faculty, when given the time, have outstanding information and resources to share with one another.

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SPRING PROGRESS FOR PROGRAM OF STUDY ALIGNMENT TO THE CRITICAL CORE

Process
• Designed a unique playbook for each prefix (Phase 2)
• Meet with each individual program chair/faculty lead for each prefix to review playbook and CC requirements
• Followed up with faculty to answer any questions
• Requested and received alignments back in the month of May

POS who went through Charrettes (Phase 1)
• Early Childhood
• Public Safety
• Criminal Justice (was separate as they were a pilot)
• Nursing
• Information Technology
• Hospitality
• Professional Careers
• American Sign Language/Interpreter Ed

Tentative Fall Schedule of Events
• Third phase of implementation begins
• Charrettes for all departments aligned during spring
• Charrettes for all Arts and Sciences courses outside of the GEF
• Will be offering mini-Charrettes to all you have already been through
• Professional Development for Teaching and Learning Strategies
• Incorporate CC into the Faculty Learning Community on Course Design
• Develop process whereby each program will be supported through improvement process
• Work with stakeholders in developing and marinating database of Signature Assignments

Ongoing
• Update Programs of Study each catalog year
• Build and maintain master course list of alignments
• Build all program maps
• Maintain program map database and approval process
• Maintain signature assignment database and approval process

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SPRING PROGRAMS OF STUDY PILOT FOR CRITICAL CORE

Programs that Piloted
• Early Childhood
• Nursing
• Criminal Justice

Lessons Learned
• Faculty see the need for competencies to be infused throughout curriculum
• Programs that are accredited have the ability to tie the CC competencies to learning outcomes
• Faculty see value in intentionally looking and evaluating assignments throughout a course
• Faculty appreciate the collaboration between programs and disciplines and have learned a lot from one another
• Regardless of program or discipline, faculty can and desire to learn from one another whether it be best practices or helpful tips and tricks.

Suggestions:
• Allow the CRITICAL CORE alignment process (alignment, Charrettes workshops, identification of Signature Assignments, and group discussion, reflection, and consensus) to be acknowledged and documented as a PD Project.
• Creation of videos, on competencies and key indicators that can be utilized by faculty and/or students, to better understand the skill.
- A process for sharing and viewing, cross-disciplines and programs, Signature Assignments and student example work.
- Continued opportunity for faculty discussion, across disciplines and programs.
- More opportunity to connect with or hear from students, regarding the importance of CRITICAL CORE skills.

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**FORMATION OF GENERAL EDUCATION FOUNDATION COUNCIL**

What is the General Education Foundation Council?
- The General Education Foundation Council will facilitate the assessment and improvement recommendation processes associated with students gaining exposure to each of the four CRITICAL CORE skills integrated within the General Education Foundation.

- Membership consists of faculty representing all courses associated with the General Education Foundation and consultant campus stakeholders.

Where are we with the General Education Foundation?
- Signature assignments have been finalized.
- Attended division meetings to update faculty on assessment process and expectations for the fall.
- Confirmed three elements for blackboard integration support: PDF, self-paced, and campus labs.
  - Labs will occur, one per campus, from 2pm to 6pm between Friday, August 4th and Friday, August 11th

Where are we with the General Education Foundation Council?
- Finalized faculty and consultant membership consisting of 22 members.
- Updated material on CRITICAL CORE website to reflect integration of GEFC for coming year.
  - [www.cpcc.edu/criticalcore](http://www.cpcc.edu/criticalcore)
- Established first meeting date for GEFC as Friday, August 4th from 12pm to 2pm on Central

Where are we heading for Fall 2017?
- Will finalize General Education Foundation course and signature assignment database.
- Will support compliance with policies and procedures relating to GEF processes.
- Will facilitate intra-disciplinary (within discipline) reviews of student learning and assessment.
- Will merge the findings, conclusions, and recommendations for future improvements from the intra- and inter-disciplinary reviews into a final report for improvement.
- Will report assessment plan results and resulting improvement recommendations.

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**STUDENT ENGAGEMENT TEAM**

Team Members:
Main Goal for Spring 2017:
Provide leadership and infrastructure to plan CCI Symposium, August 8, 2017.

Accomplishments for Spring 2017:
- Provided lead planning and brainstorming around the CCI Symposium, a day of professional development designed to create global awareness of the CRITICAL CORE and its influence into all parts of a student’s experience (in the class and out).
  - Any employee is welcome to attend.
  - A range of topics and discussions will be offered.
  - Current features (subject to change):
    - Richard’s Forum: Mark Taylor, presents in the morning; will utilize a student panel discussion about the importance of CRITICAL CORE skills.
    - CRITICAL CORE Cookout! (Thanks to Melissa Vrana & Richard Kugelmann)
    - An employer panel, discussing the importance of CRITICAL CORE skills
    - An array of concurrent offerings (apply now!)
    - General information about the CRITICAL CORE
    - And more!

Special thanks to Dr. Debbie Bouton for her support and guidance!

Looking ahead / potential goals for Fall 2017:
- How can we begin sharing the CRITICAL CORE with students in a more direct way?
  - Student Resources Days?
  - Other opportunities?
- How do the CRITICAL CORE competencies exist within the student experience outside of the classroom? Do students understand the use of those skills outside the classroom? Do those out of class activities influence growth in those skills?
  - Investigation of key indicators? Rubrics? Some combination?
  - Identification of departments & experiences

COUNSELING AND ADVISING TEAM

Led by Howard Byrd and Tieren Scott, the Counseling and Advising Team were successful in enhancing student success by identifying best practices in academic advising that provide students with the knowledge of CRITICAL CORE skills required for personal, academic, and professional success.

Key Accomplishment: Successful implementation of a professional development day (February 10, 2017) specifically geared to ensuring counselors and advisors understood the importance of the CRITICAL CORE competencies and could articulate the value of the competencies to students.
- Approved and supported by Rita Dawkins, Associate Vice President for Student Success Services (SSS).
- Planning for the day from a committee with representation from all areas of SSS was established to increase efficiency and balanced strategic development of the CC PD Day.
- Focus on PD day consisted of
  - Communicating CRITICAL CORE to our Students
CRITICAL CORE, General Education Foundation, and Academic Advising
Working sessions and groups were established to ensure that all SSS professional staff were engaged in aligning practices, processes, and guidelines that help create a quality advising experience that connects the great work counselors and advisors do with CRITICAL CORE competencies.

Surveys from the day provided very positive results:
- 79% of participants expressed confidence in their knowledge of the CRITICAL CORE initiative.
- 81% of participants expressed confidence in explaining the CRITICAL CORE initiative to students.

THE GENERAL EDUCATION ASSESSMENT AND IMPROVEMENT PROCESS

A.R.R.I.

The CRITICAL CORE ensures that students, upon completion of a program of study, will be exposed to a minimum of two key indicators per CRITICAL CORE competency. General Education Foundation courses ensure at least one exposure, and Program of Study courses ensure the second exposure. As such, the CRITICAL CORE requires a multi-level assessment and improvement process. The General Education Foundation must be assessed and provided an opportunity for improvement, as it relates to the specific key indicators aligned with said courses; likewise, Programs of Study courses must include in program reviews an opportunity for assessment and improvement based upon those key indicators available for said courses. Finally, given that the CRITICAL CORE competencies represent institutional learning outcomes, a larger and more holistic evaluation and support system is required to ensure that a systematic process for improvement is in place.

Updates:
- Continued collaboration with Elearning, BlackBoard Analytics for Learn, ITS, and Webservices, regarding the use of A4L as a mechanism for submitting and storing student scores.
- Finalized assessment & improvement plan for the General Education Foundation.
- Finalized change model for the General Education Foundation.
- Continued worked on faculty development regarding assessment and improvement plan.

ASSESS
- STUDENT SCORE ANALYSIS REPORT
- ANALYSIS OF STUDENT PERFORMANCE VIA BLACKBOARD ANALYTICS

REVIEW & REFLECT
- INTERDISCIPLINARY FACULTY REVIEW OF SIGNATURE ASSIGNMENTS
- CRITICAL CORE FACULTY LIAISON TEAMS

REVIEW & REFLECT
- INTRADISCIPLINARY FACULTY REVIEW OF SIGNATURE ASSIGNMENTS
- DISCIPLINE SPECIFIC FACULTY TEAMS

IMPROVE