

A Closer Look

NOV/DEC 2008

Office of Instruction & Institutional Research

The FRAMES Primer: What it's all about?

Think of the college as a system that operates on multiple levels--the institutional level, the program level, and the course level. Each level has learning outcomes and each of these levels must have an assessment cycle that measures mastery of these outcomes. The assessment measures we have here at Foothill are FRAMES for the institutional outcomes, Program Planning for the program outcomes, and of course, SLOs for the course outcomes.

Let's talk FRAMES, Foothill's Rubric Assessment Model for Evaluating SLOs. It's useful to think about FRAMES as the method we use to determine if students are mastering our institutional outcomes. These outcomes in critical thinking, computation, communication, and global consciousness/citizenship, often called the 4Cs, are assessed using the FRAMES rubrics that are being developed. You've probably heard about them and the acronym FRAMES in opening day workshops and college meetings.

How FRAMES will work:

The FRAMES assessment process is unique among community colleges because it engages faculty from a variety of disciplines in a cyclical holistic scoring of student artifacts from a wide range of classes. In other words, it's a multi-disciplinary assessment method. Additionally, the assessment focuses on the COLLEGE'S aggregate rating not on the individual class scores because all student artifacts collected are anonymous and are rated as a collection. Each of the four competencies will rotate through an assessment cycle and the results of that assessment will be discussed at the college level. FRAMES, in essence, is a snapshot of our college, in one moment in time.

FRAMES holistic scorings will gather faculty readers and student artifacts. Readings will be voluntary. Readers will use the FRAMES rubric for the competency to be assessed. Scoring will be

done holistically, with training sessions provided to "anchor" readers. Results in the form of a college snapshot will be released and discussed.

That's the overview; here are specifics about each of the FRAMES rubrics (all completed rubrics are available at the Office of Instruction website <http://www.foothill.edu/staff/irs/>):

Critical Thinking: This rubric is ready to go. The development team created, piloted and revised the rubric, AND presented a Best Practices in Critical Thinking workshop on opening day.

Computation: The team just completed the rubric and the artifact review sessions. Both were the source of rich conversations about computation skills found in "unlikely" places and the need for a "FRAMES Rubrics Rater" training and handbook.

Communication: This team completed the first draft of this rubric and will submit it to faculty for comments. Next quarter the team will call for artifacts and in the Spring they will score the artifacts and discuss the results.

Global Consciousness & Citizenship: Here's an opportunity! This team will form and begin creating the rubric in Winter Quarter. Let Rosemary Arca, arcarosemary@foothill.edu or x7543 know if you're interested in joining what will be a dynamic conversation.

So now, YOU are a FRAMES expert! Stay tuned for the launch of the FRAMES scoring cycles and stay involved!

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TBA Hours Update

In an attempt to capture the hours students were spending in our labs for which we were not receiving State apportionment, TBA (to be arranged) hours were added accordingly to those courses where there was an expectation of the students using our labs to successfully complete courses.

Likewise, FH added embedded hours to courses where students had been given opportunities to expand on the teaching that was occurring in the classroom but not directly assigned. These are referred to as Embedded Hours and have been added to courses as either non-loaded hours or put in as TBA hours for which we have been collecting apportionment.

In October, the State System Office issued a legal advisory to the community colleges establishing the required accounting of TBA hours to receive state apportionment. We must list all TBA hours in the Schedules, Catalog and in individual class syllabi. The State has interpreted "arranged" to mean "scheduled". Removing these hours, embedded and non-loaded, means a huge loss of WSCH productivity and funding.

After reviewing our situation, we have established five options that must be implemented with Winter 2009 quarter:

1. remove TBA hours from courses,

2. schedule the hours per the State guidelines,
3. deliver the hours as Distance Ed lab hours (Hybrid or Online),
4. convert the course to a non-credit where applicable, or
5. create & offer a .5 unit lab class to be taken concurrently.

The deans, working in conjunction with faculty, are in the process of determining how best to address this issue on a course-by-course basis. We realize that for many classes the best approach pedagogically is to remove the embedded hour or TBA hour, and for others where it is important for student success, we are finding ways to meet the legal advisory.

DARED Timeline Review

The DARED document is in progress. Remember that you should be designing an assessment cycle for one of your SLOs and bringing any data you

have collected to the February 27 Convocation. Completed DARED documents are due in to the SLO Coordinator by May 29, 2009.

DARED documents are available on the Office of Instruction Website. Look for the online document to debut Winter Quarter.

Cori's Curriculum Corner

EIS/Banner

Cori has been attending meetings to discuss our needs for the software that will be replacing our SI/HR/FRS databases. These meetings are rather frustrating for her because it seems progress is so slow. But Sungard is taking the time up front to make sure that they have a full understanding of all our requirements before all the programming is finished. Thankfully, Sungard seems to be acting very thorough in their approach.

TBA hours

Denise Perez, Foothill's Scheduling Goddess, has run a list of the courses currently scheduled for Winter quarter as a beginning point to review what we refer to as TBA hours. This list identifies courses that need immediate action. Duncan Graham has met with the deans to provide direction on alternative options for Winter.

Curriculum

Our course outline deadline for the next Catalog is fast approaching (December 5th). Please avoid the rush and ask for assistance soon. I'd be happy to tutor anyone! Please call me to set up an appointment or just call with quick questions.

Resources

In our library, find **Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning** by D. Stevens and Antonia Levi (128 pages).

This focused text provides answers to specific questions about rubrics and rubric design and also provides model rubrics for presentations, feedback, pass-the-hat, post-it note, and 4x4 rubrics, each with detailed directions for use. It also explores collaborative and departmental

rubrics and includes models of discipline-specific rubrics. The appendices include blank rubrics in a variety of formats as well as a URL for a rubric-laden website.

If you are serious about rubrics, this is the pithy text for you.

College Skills Update

The Roundtable is updating the Educational Master Plan for 2010-2020 and College Skills encompasses one of Foothill's primary missions, along with transfer and career technical education. The two College Skills presentations delivered to Roundtable can be found on the Instruction & Research website.

As more than 70% of our students assess into pre-college level math or English, the college

cannot view this as a problem to be fixed or assume that this area of remedial education is the sole responsibility of the math or English departments. These students represent a majority of our students, and their success in college skills classes needs to be addressed across the institution.

Using the work done last year, the college skills steering committee will be looking at different approaches and innovative

ideas to ensure our students successfully and effectively persist in fulfilling their educational goals.

The reality for most of these students is that when they do not succeed at a community college their educational options are few and far between.

We welcome your thoughts and suggestions.

Preview of Reflection Convocation

Critical Reflection is the theme for Winter Quarter's Convocation, the third in the four-part series. On February 27, in a highly interactive morning work session, we'll gain insights into the reflection process AND view

amazing images when our own Fine Arts faculty describe their process of reflection in the arts. The theme is SNAPSHOTS – or the lenses we use to look at our assessment data.

Bring your assessment data and your questions and share in exciting conversations about teaching and learning at Foothill. It's all about the R in the DARED process.

PIE Conversations

PIE Wednesdays resume NEXT quarter on January 14 from 12-1 in Room 1929. Expect the unique WINTER FRUIT PIE.

PIE (purposeful - intellectual - exploration)

Next SLO Workshop

The Winter Quarter SLO Workshop will, this time, be Convocation PRE-session, on Wednesday, February 27 from 12-1. The topic will be Reflection Strategies, Surprises, and Second Guesses. Sign up via the Professional Development website.

■ **January 14/12PM:** PIE Wednesday

■ **February 27/9AM-3PM:** SLO Convocation
LENSES: Reflection on Data & What's Next?

■ **February 25/12PM:** Reflection strategies & Organizational Models: Hands-on

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