

Educational Support Cell(ESC) TLDE Tips & Strategies

USAJFKSWCS 350-70-4 and the SWCS Instructor

What do you know about USAJFKSWCS 350-70-4? Let me phrase that another way, what do you know about using course assessments as a feedback mechanism?

We know when students do well or poorly on a test--- there is a score to show. But what else does this data tell us? What if students score poorly on a test or answer a question incorrectly on a routine basis? What does that data tell us as instructors? What other data can we use?

We have more data that we can collect and the **SWCS PAM 350-70-4 Assessment and Feedback Systems** guides us in collecting data by providing the processes and information we need to make informed decisions regarding our courses. Not only can the PAM assist you in determining the quality of your instruction and instructional materials, but also, it can boost the quality of the learning environment and the performance of students. Additionally, the PAM focuses on instructor performance, and we will discuss that topic in an upcoming volume of *ESC TLDE Tips & Strategies*.

In order for the unit level instructional leader to properly analyze his or her implementation of the POI (Program of Instruction), the PAM calls for collecting data from five distinct data points. The first, and most important, of these data sets is STUDENT PERFORMANCE DATA. This comes from the approved Individual Student Assessment Plan (ISAP) and from individual counseling. There are four other data sets, each important in their own right, which will “inform” the instructional leader as to why the student performance data turned out like it did. These data sets are: STUDENT SURVEY DATA, INSTRUCTOR SURVEY DATA, STUDENT FEEDBACK TO INDIVIDUAL INSTRUCTORS, and INSTRUCTOR PERFORMANCE DATA.

Who collects all this data you ask? Good question! The instructional leadership has the responsibility of data collection. Following the completion of the data collection processes, the information gathered reaches instructors, instructional leaders, training developers, and curriculum developers, so that we can analyze and identify trends in this data. For more information, the chart on page two identifies where the level of responsibility falls; what course elements may change at each level, and what the PAM recommends regarding time frames.

The ESC provides support for the uniform application of SWCS educational processes across the Institution to include:

-Support to Curriculum & Instruction [Courses and Instructors];

-Support to Leadership & Professional Development Initiatives;

-Support to the development and implementation of program evaluation and assessment systems; and

-Support to the design and implementation of SOF Career Pathways.

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	Mini-PIC/PIC	Curriculum Design Review
Level of Responsibility	Instructional Unit	Battalion-Level
May Change	Methods of Instruction (MOI); Learning Activities; Instructional Techniques.	Methods of Instruction, Learning Activities; Instructional Techniques; Program of Instruction (POI); ISAP.
Time Frame	Mini-PIC - after each course. PIC - after 2 or more Mini-PICs.	When needed or appropriate or at least once every two years.

Mini-PIC... what is a mini-PIC? The mini-PIC (mini-post instructional conference) replaces yesterday's "After Action Report." Multiple (2 or more) mini-PICs provide metadata that can roll up into a PIC. The PIC seeks to accomplish its main objective of increasing instructor and student performance by providing effective recommendations to curriculum design, instructional activities, or assessment modifications. To take this information one step higher, we need to mention the Curriculum Design Review (CDR). The CDR may also be referred to as the Curriculum Review Board (CRB) – there may be slight differences in the composition, but the intent and function are the same. The PAM recommends the CDR convene every two years at battalion level to determine the necessity of significant changes to course content. Interestingly enough, that same time frame covers the life span of a battalion command!

Hang on, almost there...

Finally, the instructional leadership combines all this information mentioned so far into an executive summary for decision makers, so that they can understand the issues and needs regarding curriculum designs and implementation changes. Those decision makers may or may not participate in the mini-PIC/PIC/or CDR, so the executive summary must contain an extremely detailed roundup. The PIC EXSUM format is included in the 350-70-4. The intent is for the instructional leader to take the data analysis from the PIC and determine what is important and what is relevant to report to the next level. Reporting too much data, particularly data that is not relevant for decision makers and leaders at higher levels, can obscure what is truly important.

And that, SWCS instructors, summarizes SWCS 350-70-4 (a 47 page document) in 695 words.

For assistance with designing surveys and/or collecting data, contact Mr. Geoff Jones and the ESC.