

Academic Success Department Meeting

October 14, 2016 AA-177

All Faculty: 9:00-10:00am

- *Welcome and Good News
- *ASC-Monica Moore
- *Academic Advising Changes-Andrae Jones and Susan Hoeben
- * Academic Structure for AA degrees
- *Participation: General Education Requirements
- * Adjunct Faculty Mentoring Program
- * New Student Opinion Survey
- *Faculty Evaluations
- *Thomas Edison Campus: Trick or Treat Event and Thanksgiving Basket

SLS1515 Break Out: 10:00 -11:00am

- *Blended SLS1515 Model
- *FYE Conference
- *Decide on new Outcomes and Gen Ed Competencies
- *Gen Ed Requirement Assignment

SLS Community of Practice: 11:00-12:00noon in AA-172

- *Dr. Schultz and Professor Day Presenting

Reading and EAP Breakouts: 12:00noon-12:30pm in AA-172

- *New Completion Routes

Academic Success Department Meeting Minutes
Monday, October 14, 2016
9:00 am – 10:00 am
AA-177

Attendance: Dr. Kelley Newhouse, Karen Maguire, Wanda Day, Heather Olson, Dr. Martin Tawil, Troy Tucker, Dr. Mary Ellen Schultz, Dr. Duke DiPofi, Renee Hester, Dr. Mary Myers, Robert Olancin, and Dr. Kathy Clark. Dr. Eileen DeLuca

Guests: Monica Moore, Nathan Lewis, Andrae Jones. Dr. Martin McClinton

Welcome and Good News

- Dr. DeLuca met a student who is a non-traditional student in SLS1515. He really enjoys it. Professor Olancin is a great professor and his class is engaging.

Academic Structure for AA Degree

- Dr. McClinton visited to talk about the structure change. He and Dr. Deluca noted:
 - Dr. Clark is the associate dean for both SAHSS and SPAS
 - Academic Support and Library report to Provost
 - Academic Success: Cornerstone, SLS, REA and EAP, will report to dean of SAHSS. Search will be underway shortly.
 - This is a natural fit since it is an AA elective

Monica Moore and Nathan Lewis

- Laura Price – Oversees the Oral Communication Center and a new Foreign Language Computer Lab (Q216). There are 4 full time, 2 Part Time and 3 student assistants in the Writing Lab.

Developmental → ENC1102	438 Unique Visits	962 Hours
SLS1515	145 Unique Visits	152 Hours
Non-English Courses	868 Unique Visits	

The GPS Activities are overwhelming the Writing Center. Think about having students who need it and then send them to the center that is most helpful. If you are sending your entire class, please give a heads-up to the Writing Center staff.

Discussion – GPS students were turned away from a workshop. Dr. Deluca will discuss staffing issues and see if we can come up with a plan to accommodate everyone.

Can we set up a tour so that students don't have to take up space if they don't need the help, but want to know about the centers. Will explore setting up a class for mirror classes so that an IA could come and speak to all the classes at one time.

Andrae Jones

- New Advising System
- 30 minutes – hope to get back to 60 minutes for spring
- System has glitches with IE. Use Chrome or Firefox
- Advisors have created outcomes for each type of visit.
- Have students say it's for a GPS assignment
- Faculty would like to be aware of the learning outcomes that have been developed in advising
- Type focus – bring it with them to advising. There is a checklist that students need prior to meeting with advising. Faculty were not informed and could not prepare students.
- Dr. Deluca said there should be partnership between advising and academics. The conversation will continue. Cross attendance at meetings will help.

Participation: General Education Requirements

- Critical Thinking and Quantitative Reasoning are the two chosen for Gen Ed Assessment
- Due October 21
- Will discuss in breakout session

Adjunct Faculty Mentoring Program

- New Adjuncts and all who are up for review. They have been notified
- Adjunct Portfolios are due Feb. 25 and will be done through Canvas
- If adjuncts want to send availability to Dr. Clark and Bonnie, they will use that information if additional spring sections are needed. Spring is fully scheduled.
- Heather offered a Saturday morning coffee session. Informal meetings are appreciated.

Faculty Evaluations

- Professor Day distributed the new questionnaire.
- Grammatical error in question 16. Dr. Tawil will notify Dr. Van Gaalen
- SLS1515 will be assessed in spring term, per the QEP. Will be reevaluated after spring term.
- Dr. Clark appreciated the faculty visits from faculty who wanted to discuss their Declaration of Weights. As the college explores rank and tenure, having documentation of your accomplishments is important.
- Halloween and Thanksgiving
 - Candy bags will be given out in S building
 - If you would like to donate candy, please do so
 - Bonnie Lawler is collecting Thanksgiving donations
 - Kelley Newhouse is collecting donations on Collier
 - Wanda Day is involved in the Charlotte Halloween House

Meeting adjourned at 10:00 am

Breakout Sessions

SLS1515 BREAKOUT 11:00 – 12:00

2017 FYE Conference

- Proposals Submitted:
 - Dr. Tawil: Poster
 - Dr. Clark and Professor Rhyne
 - Dr. Shultz and Professor Rhyne
- Dr. DeLuca and Dr. Clark will be happy to help anyone who would like to write a proposal for 2018. Proposals tied to assessment are usually accepted. Dr. Clark can provide examples.
- Five faculty have funding to attend. Priority goes to the new faculty and those who have never attended.
- Email Dr. Clark if you are interested. Let her know if you are willing to share rooms/drive.

Blended SLS

- Drs. Tawil, Newhouse and Myers showed the course shell. Work is well underway. The course is using a flipped model – online activities prior to class, followed by in-class activities. Some material will be presented new in the classroom setting so that proper emphasis can be given. Faculty are confident in this model, as research supports blended learning. Faculty volunteered to do a lit review if needed.

GPS

- There was a discussion regarding the GPS assignment for advising. Faculty were concerned that this activity was developed without their input. Students are not being credited for visiting advising if they did not specify it was a GPS appointment. Is this in the students' best interests? If was felt that further conversation is needed with advising.

General Education

- Faculty worked as a team to complete the Gen Ed worksheet. They identified Think and Communicate as the two competencies for SLS1515.
- Critical Thinking Journal 2 was selected as the artifact for General Education Assessment.

Sign In Sheet

Wanda S Day

Troy Tucker

Robert Olancin

Heather Olson

Mary Ellen Schultz

K. Clark

Mary Myers

Duke DiPofi

Kelley Newhouse

Martin Lawil

Eileen DeLuch

Renee Hester

Monica Moore

Nathan Lewis

Cindy Campbell

Wanda S Day

~~C. Tucker~~

Robert Olancin

~~K. Olson~~

Mary E Schultz

Rachy Clark

Mary C. Myers

Alvin DiPofi

~~Kelley Newhouse~~

~~Martin Lawil~~

Eileen DeLuch

Renee Hester

Monica Moore

Nathan Lewis

Cindy M. Campbell

General Education Assessment

Florida South Western State College initiated a revised assessment of the General Education Program beginning in the 2014-2015 academic year which continued through 2015-2016. This process provides a continuous improvement cycle in the academic unit.

The General Education Assessment Subcommittee of the Learning Assessment Committee reviewed several commonly used assessment processes and supports the following approach, based on the Association of American Colleges and Universities (AAC&U) Value Rubric implementation model. This is a faculty-driven model which involves measuring achievement of General Education Competencies through locally-designed assignments and assessments. In order to encourage college-wide representation, participating faculty will be credited with College Service.

Opportunities to Participate:

Based on a review of the 2015-2016 General Education assessment study, the Learning Assessment Committee identified “Critical Thinking” and “Quantitative Reasoning” as the focus for AY 2016-2017. All full-time and adjunct faculty are asked to submit artifacts (either from new or existing assignments) that, in their opinion, best represents attainment of the “Critical Thinking” or “Quantitative Reasoning” General Education Competencies. Any assignment—from short-answer quizzes, to essays, projects, or videotaped presentations—will be acceptable. Faculty should send in their assignment guidelines to their Departmental Assessment Coordinators by Friday, October 21, to give the Learning Assessment Committee time to review them, create a program map, and ensure all disciplines are represented. Faculty will then submit all the ungraded artifacts with student IDs only (no names) from the selected class sections to the Assessment Coordinators at the end of fall semester. Faculty who submit assignments and artifacts will receive a certificate for College Service.

Your assistance in this assessment project is most appreciated!

Click here to access the [General Education Assignment Submission Form](#).

COM

CT

GSR

QJR

TIM

Support for General Education Assessment and course-level assessment is provided by:



Dr. Joseph van Gaalen

Director of Academic Assessment



Allison Studer

Assessment Analyst

References

Braserton, M. “Using AAC&U Value Rubrics.” Case Study: Midland College. <https://www.aacu.org/VALUE/casestudies/midland.pdf>
Rhodes, T. & Finley, A. (2013) “Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment.” AAC & U.

For more information, visit www.fsw.edu/facultystaff/assessment/generaleducation.

WORKSHEET

SLS1515

- *Communicate clearly in a variety of modes and media.
- *Research and examine academic and non-academic information, resources, and evidence.
- *Evaluate and utilize mathematical principles, technology, scientific and quantitative data.
- *Analyze and create individual and collaborative works of art, literature, and performance.
- *Think critically about questions to yield meaning and value.
- *Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.
- *Visualize and engage the world from different historical, social, religious, and cultural approaches.
- *Engage meanings of active citizenship in one's community, nation, and the world.

New Outcomes:	New Competencies:
	Select from: Communicate, Research, Evaluate, Analyze, Think, Investigate, Visualize, or Engage
Apply and demonstrate the intellectual standards and elements of reasoning in the context of their personal and academic lives by demonstrating intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues.	
Reflect on General Education requirements at Florida SouthWestern State College and articulate their application to academic and career goals.	
Engage in collaborative learning strategies and reflect on their relationship to academic, career, and social development	
Utilize self-assessments to identify academic pathways and develop strategies that will lead to achievable career progression goals.	
Enhance awareness of a larger diverse community and explore how background experiences impact values and assumptions.	

Develop and apply learning skills and strategies including goal setting, studying, information retention, note taking, and time management	
Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning.	
Demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff and faculty.	
Develop financial literacy and create a financial action plan through identifying financial needs, budgeting, goal setting and knowledge of college financial aid resources.	



Student Opinion Survey

About the student:

1. I missed class _____.
Never Once Twice Three times Four or more times
2. I completed assignments on time.
Always Never Once Twice Three times Four or more times
3. I contacted my instructor outside of class time when I needed help.
Never Once Twice Three times Four or more times Not applicable
4. I spent _____ hours per week studying and/or preparing for this class (not including class time).
0-3 4-8 9-14 more than 14 hours per week
5. I believe I will receive a grade of _____ in this class.
A B C D F or _____ Pass _____ Fail
6. I missed _____ assignments?
Never Once Twice Three times Four or more times

About the Instruction

7. The course helped me to improve my understanding of and/ or skills in the subject?
Strongly agree Agree Disagree Strongly disagree
8. My professor is helpful when I have questions or need help.
Strongly agree Agree Disagree Strongly disagree Not applicable
9. My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments?
Strongly agree Agree Disagree Strongly disagree
10. My professor created a positive academic environment where I was comfortable to ask questions?
Strongly agree Agree Disagree Strongly disagree
11. The tests, written assignments, homework, observations, etc., reflected the course content?
Strongly agree Agree Disagree Strongly disagree

COP

10/14

Heather Olson
Wanda Day
Martin Jawil
Mary Myers
Robert Olancini
Karen Maguire
Kelley Newhouse
Mary Ellen Schultz
DUKE DiPofi

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~~Wanda Day~~
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