Liberal Education Program Committee Meeting

Wednesday, December 12, 2012

3:00– 4:45pm – ASC 201

Meeting Minutes

Present: Wes O’Brien, Deb Weiss (chair), Wendy Hardenberg (recording), Polly Beals, Liz Keenan, Kim Laing, Dave Petroski, Winnie Yu, Nicole Henderson, Elliott Horch, Mike Shea

Call to Order: 3:11 p.m.

Announcements

Committee and Ad Hoc reports

Report from Winnie Yu – Tech Fluency (TF Steering Committee met on 11/5/12) and subsequent discussion:

1. Enrollment projection for Fall 2013 – Bruce Kalk came to the meeting to share insights on the projected Fall 2013 enrollment. The university is expecting 900 transfer students in addition to the 1250 freshmen in the Fall 2013. Transfer students with up to 60 credits will be joining the LEP. There may also be a reduction of number of sections offered in COM205 (currently a TF course) due to internal departmental planning. Bruce mentioned that offering TF courses during the summer may be helpful in resolving this increased need.

- UWIC just approved a new journalism TF course, but COM 205 will probably be withdrawn from TF over the next few years because of concern over class quality and lack of technical support

- LEPC needs to know what would be needed to run COM 205 sections and advocate for it (more classrooms with computers, competent adjunct faculty which may mean long-term training...)

2. TF Assessment Plan - The TF rubric was updated to show that there are 4 rankings under each of the 9 learning goals. The 4 rankings are “No evidence,” “Needs Improvement,”“Satisfactory,” and “Exemplary.” Office of Assessment and Planning will prepare a spreadsheet for each section of TF courses for this semester pre-populated with the roster. These spreadsheets will be sent to each TF instructor to assess how well each student has met the 9 learning goals. The completed spreadsheets will be sent to Winnie, who will then forward them to the Office of Assessment and Planning. These data will be compiled by Office
of Assessment and Planning for a TF assessment report. The updated rubric is attached to this email update.

- assessment can be used to ask for resources

3. Action from Spring 2012 Assessment Cycle - The TF Assessment Report from Spring 2012 indicated that the learning on topics such as spreadsheets and database could use some strengthening. Winnie will contact Faculty Development Office to inquire about the possibility of mini-workshops for TF faculty on these topics.

4. TF Tutoring Center – it was discussed that a tutoring center for students taking TF courses would be very helpful. This could be done through the existing tutoring center or independently. Deb will request that Marty Hartog discuss this with Interim Provost Kennedy.

5. BOR Policy on Information Security – there is strong reaction to the new BOR Information Security Policy. The TF Steering Committee will draft a response on the new policy and share with the administration.

Motion: LEPC recommends that resources be provided for student tutoring in Tech Fluency and Critical Thinking. (moved by Mike, seconded by Elliott; passed unanimously)

Motion: LEPC recommends that resources be provided for workshops every semester to enhance faculty Tech Fluency knowledge and skills. (moved by Mike, seconded by Elliott; passed unanimously)

Old Business

1) LEP transfer - Guidelines for fall 2013-spring 2014

   Currently approved guidelines for fall 2012-spring 2013:

   Students entering SCSU with 44 or fewer credits will be advised as LEP students.

   Students entering SCSU with 45-59 credits will have their transcripts evaluated by Academic Advising to determine the best program to maximize use of transfer credits.

   Students entering SCSU with 60 credits or more will be advised under the AUR program.

   Motion: Guidelines for Fall 2013-spring 2014

   Students entering SCSU with 74 or fewer credits will be advised as LEP students.
Students entering SCSU with 75-89 credits will have their transcripts evaluated by Academic Advising to determine the best program to maximize use of transfer credits.

Students entering SCSU with 90 credits or more will be advised under the AUR program. (moved by Elliott, seconded by Mike; approved unanimously)

2) Equivalency versus comparability

- Syllabi from Gateway had some mixed content; some acceptable, some not
- We have to be aware that we’re going to get students who are unprepared because of the lack of tiering at other schools.
- The sooner we coordinate with TAP, the easier the transfer process will be; perhaps consider a “quasi-TAP” or a “pre-TAP” in the interim, tell them what we will take now and what we would like to see before real TAP. This would also help non-Associates students transfer.
- Major complaint from transfers is SCSU decision not to allow transfer courses into the LEP if the corresponding course at SCSU is not in the LEP
- We need a Southern LEP grid with the corresponding courses at the CCs that can be given to CC advisers
- Communication is not the only issue—we shouldn’t assume that students at a CC know what they want to do or where they want to go

New Business

Update on Tier 3

- Kim requested an expedited process for program revision in response to the expedited process for Tier 3.
- Information sheet and one-page form to be sent out to all departments asking for transitional Tier 2s, transitional Tier 3s, and new Tier 3s.
- This committee will review the form in the spring, but it will start being used now as a pilot.
- Degree evaluations need to be made accurate as quickly as possible, so Dean Durnin will be asked to sign off for the Business School ASAP.
Adjournment: 4:53 p.m.

**Motions for approval at UCF Meeting**

**Motion:** To approve the following transfer student Guidelines for Fall 2013

Students entering SCSU with 74 or fewer credits will be advised as LEP students.

Students entering SCSU with 75-89 credits will have their transcripts evaluated by Academic Advising to determine the best program to maximize use of transfer credits.

Students entering SCSU with 90 credits or more will be advised under the AUR program.

**Motion:** Given that there is no tutoring available for Technological Fluency or Critical Thinking and the dire need for these services, the UCF recommends that such resources be provided in order to enhance student learning.

**Motion:** Given the need for continued development of Technological Fluency courses and the fact that faculty members are in need of assistance to enhance their knowledge and skills in this area, the UCF recommends that funding be provided to make faculty development workshops in Technological Fluency available each semester.