

Strategic Planning 4 Sept. 2014
Hammond 314

Present: Randall Grometstein, Cathy Canney, Brian Bercier, Mike Leamy, Chris Cratsley, Sam Tobin, Chris Picone, Jeff Godin, Mike Turk, Jane Fiske, Lisa Gim, Linda LeBlanc

1. *How do we strategically plan so our students are armed for the future? (What skills do they need for grad schools, employers, technology literacy, etc.? We can address LA&S here)*

CP Discussed LAS Goals and competencies suggested by the AAC&U, along with competencies that employers seek in a liberal arts curriculum.

CC: Are there missing outcomes that might be informed by previous LAS Assessment? For example, assessment has shown that few assignments ask students to draw conclusions from quantitative data.

We need a better understanding of what our curriculum is supposed to do for our students. What is unique about our students? **THERE might be the unifying theme of the LAS and what is unique about FSU.**

LG. Expand out MORE courses that can meet LAS requirements. Many are upper level classes that are not listed as LAS classes, but they meet those Goals well.

- Survey courses have to go! Repeating what they did in high school. What is the LAS Goal that can be really met by these information-rich **survey** courses? It is really at the 3000-level classes that currently meet LAS Goals. We cannot ask those survey courses to do what they do and ADD ON new learning outcomes.
- ST. LAS is a tool, not the goal itself.

RG: LAS is not really a curriculum. It is a mix of intro courses that do not connect to each other or build on each other. (Same criticism of IDIS.)

CC. We can focus too much on outcomes? Think back to assignments that impacted our education. Use a thematic approach and design curriculum about that.

Students do not appreciate what the LAS is trying to do. [Define LAS better in terms of what employers want: more than the major!]

JF. We have some really good stuff: not much wrong with what we do [with LAS]. It is finding that in specific courses that is tricky. We are retrofitting to Goals, rather than creating courses for Goals.

Do more with capstone. Will help make us unique.

2. How do we improve admission, retention, and completion? Curricula, online learning, scheduling, competency-based assessments, demographics; learning methods (incorporating students and faculty), delivery methods?

If we do #1 and #3 well, we will improve retention and admission, respectively. Small-college experience. We no longer use that as a selling point, but it could be.

CC. Curriculum is also the delivery methods, not just the programs. Also online learning (SNHU), internships (Northeastern). Could the culminating capstone experience be what makes us unique?

We will **continue** to emphasize small class sizes, etc. That emphasis will address recruitment. We plan to continue and adapt. Take advantage of different sets of tools (e.g., flipped classrooms) and other instructional strategies where appropriate.

- Will future students know how to get information better, and only need us as a guide on the side?
- Many of the LAS skills cannot be learned from a recorded lecture.

Academically Adrift

Long term, lots of schools. Show less learning from NSSE data? CP has posted a summary of FSU's NSSE results on the working group website.

What was measured?

Moral reasoning.

RG: It does not have to be taught: it is a byproduct of intellectual development. Also score low with lower socioeconomic background.

Collegiate Learning Assessment

Problem to solve. Eg. invest in more police with different supporting evidence. 45% show no increase from semester 1 to 4, end of sophomore year. (It is a decline in the increase.)

Why decline in scores: partly due to less writing in courses. Less reading. Schools attract with good dining, rec centers, clubs: recruited for non-academic reasons.

ST. College allows entry into middle class with cultural capital in ways we do not explicitly teach. Like the ways we do discussions in class.

Measuring the increase in 18-19 year olds assumes we are starting with the same type of person across decades.

RG. Some measure of where students are at the start, and at the end, is important. BUT it is hard to capture the growth that happens in college.

- LAS itself cannot bear the full burden.

Notes compiled by Chris Picone – thanks, Chris!