

Mission Day Report
Panel 1
Ensuring Quality Student Learning

FACILITATORS: **Michael Hummel (facilitator)**
Jennifer Smith (student facilitator)
Luise van Keuren (recorder)

The challenge is to develop a clear and coherent vision regarding ways to improve **quality student learning**—given the shrinking financial resources in the future.

ALIGNED

1. We are using cumulative exams. Portfolios are used in some courses.* Faculty and departments have considerable autonomy in shaping courses and programs.* Blackboard is helpful to students.
2. Blackboard.* We have some “Smart classrooms.”*
3. Computer labs and study rooms are available.* There is a strong Education Dept., FPDC program and summer academy help support teachers.* Good access to professors.
4. Accredited program. *Portfolios. * Student review of outcomes.
5. Energetic and passionate faculty.* We have faculty professional development programs in place. Professors are masters of their subjects.* We have good outcome assessment processes. Collaborative work is helpful.

MISALIGNED

1. Course syllabi need to state clear, measurable objectives.* Throughout the course, as well, we need to help students understand specific expectations extracted from all the material presented and studied. Faculty need to consider alternate, performance-based, hands-on assessments.* Students need to be “active” learners. Freshmen especially need more attention to be sure they don’t get lost (e.g. avoid large sections especially in intro. courses, extra guidance).
2. Use technology and other means to interact –faculty –students. Informative emails to students are “blanketed” and need to be directed at appropriate audiences. Faculty lack control of their own technological resources. We need more tech support.* We need to address resistance to use of blackboard effectively.* We need a greater variety of technological resources for teaching.
3. We need coffee machines in study rooms. Use of time-based learning instead of mastery-based learning.* Summer program needs to parallel the rest of the year’s program. Seating arrangements in classrooms, and smaller, more personal classrooms. We need a

four-day school week and then a professional development day.* We need teaching consultants for professors. The library needs to be a “hub” for learning.

4. Faculty and students need to be more accountable for assessment.* Change technology to suit our goals (not vice versa).* Faculty and staff need to share common goals. Faculty need release time or other support for assessment demands. Wider use of portfolios. Course objectives need to reflect on the past, present, and future.
5. Tech training needed for faculty.* Some faculty need training in teaching.* Incoming students need to be tested for computer literacy. Faculty need consistently to connect key concepts throughout a course. We need to be more open to change.

OPPORTUNITIES FOR ACTION

The top two choices in each category are indicated with an asterisk (*) after the items.

Mission Day Report 2006
Panel 2
Ensuring Quality Student Learning

FACILITATORS: Mary Randall (facilitator)
Lauren Horner (student facilitator)
Barbara Hess (recorder)

The challenge is to develop a clear and coherent vision regarding ways to improve **quality student learning**—given the shrinking financial resources in the future.

ALIGNED

1. Learning Outcomes: How to assess learning
 - a. Tests, exams and assessments based on standards
 - b. Scoring rubrics and projects with clear expectations
 - c. Various forms of assessment such as projects, exams, labs, etc.
 - d. Student choice on number and types of assessment

2. Technology: Where does it fit in
 - a. Online courses give students greater access to faculty when online class sizes are limited to 40 or below
 - b. BlackBoard and e-College promote student interaction through online discussions

3. What does an effective learning environment look like?
 - a. Internships and fieldwork
 - b. Library services enhance learning
 - c. Enthusiasm and interest of faculty
 - d. Access to professors in smaller sized classes
 - e. Games in the classroom
 - f. Active learning in the classroom with peer and professor reviews
 - g. Timelines and organization of class

MISALIGNED

1. Learning Outcomes - How to assess learning
 - a. Learning is compartmentalized with no connections between subject areas
 - b. Disconnect between theory and practice.
 - c. Large sized classes lead to less personal attention

- d. Large sized classes prevents some forms of effective assessment such as writing papers, oral presentations or essay exams.
- e. Not all student learning styles are addressed through assessments that are being used.
- f. Grading is not consistent - grade inflation
- g. Multiple choice testing is not working

2. Technology

- a. Labs are not up to date
- b. Professors do not speak the language of students - text messaging, Ipods
- c. Not all students have the necessary skills to function in BlackBoard
- d. There is not equal access to computers. Not all students have computers. With commuting students, on campus labs are not sufficient. Students need computers at home.
- e. PowerPoints that prevent student participation
- f. Large sized online classes of 100+ students

3. What does an effective learning environment look like?

- a. Student and faculty need to be aware of all available resources
- b. All students are expected to learn at the same rate
- c. Old equipment and classrooms dedicated to lab space.

OPPORTUNITIES FOR ACTION

1. Learning Outcomes

- a. Student choice in number and types of assessment
- b. Need a transition from high school to college with regard to technology and assessment styles
- c. Projects with clear expectations and scoring rubrics
- d. Practical/professional standards established
- e. More essay and open response type of exams
- f. Integration across the curriculum

2. Technology - Where does it fit in

- a. Student training on BlackBoard and e-College
- b. Placement exam on computer skills
- c. All students must have a computer

3. What does an effective learning environment look like?

- a. Students responsible and accountable for own learning

- b. Role of the university is responsible to instill motivation
- c. Open labs - Not just computer labs but physics, chemistry, biology, etc. with lab assistants for students to learn and explore on their own.

Mission Day Report
Panel 2A
Ensuring Quality Student Learning

FACILITATORS: Michele McCoy (facilitator)
Ryan Howell (student facilitator)
Denise Joseph (recorder)

The challenge is to develop a clear and coherent vision regarding ways to improve **quality student learning**—given the shrinking financial resources in the future.

ALIGNED

1. Many faculty are available to students for one on one meetings and appropriately direct students to available supportive services on campus.
2. University has support services and this information is widely accessible.
3. Acknowledgement that students can learn if put in a safe learning environment and are properly motivated and encouraged.
4. Both faculty and students share responsibility for learning.

MISALIGNED

1. Registration on line is decreasing personal contact with student. Registration and advising are being interchanged. Advisement standards do not appear to be “standard” across the University.
2. Funding may be an issue. For example, tuition packages are set for the typical student. Some students may not be able to handle a full time credit load and should be “advised” not to do so.
3. The university is not utilizing its best resource – the students.

OPPORTUNITIES FOR ACTION

1. Expand current classes and design new classes that teach students how to learn. Everything from basic outlining of information to critical thinking. Student-directed activities to encourage educational community, peer motivation.
2. Examine how students learn (learning styles) and consider the different modalities for learning in classroom instruction. Create a “non-threatening” learning environment with diversity of presentation. Students also need to learn *how they learn*. Faculty need

to draw on the diversity of all the students and utilize these differences. Both student and faculty share responsibilities when considering this area of action.

3. Faculty need to utilize resources that are available within our own community to expand and provide increased learning styles for students. One example would be a learning community model where faculty can co-teach and provide different leaning styles.
4. Modify class sizes. Customize classes to increase opportunity for mastery dependant upon specialty areas.
5. Both students and faculty need to have a dialogue. Students need to initiate talking to the faculty and faculty need to be open to what the student is presenting.

ADDITIONAL COMMENTS

1. Faculty development in areas of teaching to be “required” for new faculty.
2. Strengthening the work study, mentoring programs, and lab assistants. Encourage seminars from outside “professionals” in the fields – department specific.
3. Students need to take advantages of available resources: however, need to work on having stigma removed if students use support services
4. Each student would have a mentor.
5. Consultant for faculty to review “teaching skills.” Be resourceful and use our own staff to provide feedback.
6. Training for student study skills *by students*. One credit course that seniors are required to teach.
7. Faculty resources for advising. On line information that can be accessed at any time.
8. Assessment: Provide multiple assessment models in the classroom to measure outcomes for one class.

Mission Day Report 2006
Panel 3
Improving Quality of University Work-life

FACILITATORS: **Rebecca Hess (co-facilitator)**
Melanie Blumberg (co-facilitator)
Barron Burton (student facilitator)
Ayanna Lyles (recorder)

The challenge is to develop a clear and coherent vision of how to improve the **quality of university community (faculty and staff) work life**—given shrinking financial resources in the future.

ALIGNED

1. Several uses of available technology (e.g., online courses and programs and classroom equipment) help facilitate teaching.
2. Online courses and programs are allowing some flexibility in schedules, although more is needed.
3. Library staff members provide essential support services at the request of instructors, such as holding sessions on the use of electronic resources.
4. Staff who are cross-trained report it is energizing to be able to work in different areas. (The discussion was particular to substitutions due to a temporary vacancy.)
5. Timely announcements keep faculty and staff informed.

Note: The general consensus is that no structures are totally aligned.

MISALIGNED

1. Demands on faculty and staff time, such as:
 - a. More time is needed for research.
 - b. Students who take online courses expect instantaneous responses.
 - c. Staff often work online after the regular workday (e.g. Southpointe reports that nontraditional students often expect help on weekends and holidays).
 - d. More time is needed to pursue grants.
2. Teaching toward evaluations is of widespread concern.
 - a. Teaching toward evaluations appears to lead to grade inflation.
 - b. Some instructors may limit using visionary teaching models

3. More support services are needed, such as:
 - a. Offices on the main campus operate on an 8 to 4 schedule, which is problematic for Southpointe faculty, staff, and students.
 - b. Faculty need better information about the campus support services.
 - c. It is difficult to find information on the University's website.
 - d. There should be an online community for secretaries (e.g., a public folder with all necessary forms).
 - e. Cross-training staff is essential, especially when help is needed in a different area.
4. The Collective Bargaining Agreement (CBA) hinders change:
 - a. It is difficult to dismantle the current structure to allow for innovation.
 - b. The CBA impacts how "staff" can be used in support roles, for example: One administrator noted his strength as a methodologist, but cannot assist in teaching an online course due to the CBA.
 - c. The current workweek parameters allow little scheduling flexibility. A four-day week may be preferable to what is currently in place: Monday-Wednesday and Tuesday-Thursday classes for faculty and a 4-day/40-hour week for staff.
 - d. Hybrid learning (e.g., a combination of online and classroom sessions) may not be possible under the current terms of the CBA.
5. Lack of student preparedness and responsibility:
 - a. Although entrance exam scores are increasing, there is a consensus that many students are not prepared for the rigors of college work.
 - b. Students need to be more responsible (e.g., attend class regularly and have assignments done on time).
 - c. A question was raised about why Cal U does not require a writing sample for the application process.

OPPORTUNITIES FOR ACTION

1. Evaluations should be responsibility-based versus seat-time. Perhaps outside evaluators could be used to assess faculty performance, which would lead to recognition (some type of bonus) for outstanding work.

2. Flexible scheduling is important for faculty, staff, and students. This would address many of the concerns related to faculty development, staff work life, and service delivery, as well as increasing demands on students' time (e.g. work schedules).
3. All faculty, staff, and students need to use available technology effectively. There is a concern that some faculty are not using important technical resources and that many students come to Cal with skills that far exceed those of their instructors.
4. There needs be greater information sharing among faculty, staff, and students.
5. More emphasis needs to be placed on mentoring so students are prepared for college life. One idea is to develop an outreach program in which Cal U faculty work with high school faculty to help students understand the difference between secondary and post-secondary responsibilities.

ADDITIONAL SUGGESTION

A breakout group for faculty who teach and students who take General Education courses should be included in a future Mission Day.

Mission Day Report
Panels 4
Improving Quality of University Work-life

FACILITATORS: Peter Wright (facilitator)
Joe Patula (student facilitator)
Carrie Rosengart (recorder)

The challenge is to develop a clear and coherent vision of how to improve the **quality of university community (faculty and staff) work life**—given the shrinking financial resources in the future.

ALIGNED

1. Students have many options for types of learning (i.e. field experience, online, face-to-face, distance learning and in dorms)
2. Free e-College and Blackboard training for faculty
3. Good student/faculty/staff interaction through email
4. Many nationally accredited programs
5. The library is good (i.e. librarians are considered faculty, electronic journals through library, we have a distance learning librarian and KLN 24 hour support)

MISALIGNED

1. Technology needs to be more available
 - a. More Smartrooms are needed
 - b. some students don't have constant access to a computer
 - c. Computer center is understaffed to service problems with connectivity
 - d. Faculty need administrator access to computers
2. Need to assess incoming student technology abilities
 - a. Freshmen have no idea how to use online courses such as Blackboard and email
 - b. Instructions for use need to be clear
 - c. Adult student use more online courses, but are more likely to lack those skills
3. There is not enough graduate assistant student support for teaching and other activities
4. Course offerings are based on the number of students, not on student need
5. Large class sizes do not work in certain types of courses

- a. Faculty can't give adequate attention to practical skills and interpersonal skills and overall assessment.

OPPORTUNITIES FOR ACTION

1. Orient and train students, faculty and staff towards the technological and pedagogical skills that are needed in this environment.
 - a. Incorporate technological education as part of the student/faculty/staff orientation process. Give new students a CD with necessary information to succeed in a complex environment.
 - b. Give faculty administrative privileges on their office computers.
 - c. Improve technology infrastructure
2. Increase trained GAs by college to support instruction in larger classes.
3. Set a cross-functional (faculty/staff/student) taskforces across colleges to assess and identify needs related to adapting to a more diverse and technological environment.
4. Set a financial contingency plan in addition to simply creating more online courses to meet our budgetary needs
5. Revise, clarify and explain FTE system in order to reduce confusion over how courses schedules are managed.
6. Utilize more campus resources for learning to occur in places other than the classroom, including the library, staff knowledge, internships, and other creative sources.

Mission Day Report 2006
Panel 5
Making Education Affordable & Efficient

FACILITATORS: **Ron Wagner (facilitator)**
 Cristin Cindric (student facilitator)
 Gwen Perry-Burney (recorder)

The challenge is to develop a plan to reduce the cost per student (e.g., class size, tuition, and campus resources), keeping in mind that government funding of higher education continues to decrease each year.

ALIGNED

1. Too much construction
2. FAFSA, parents finances a hindrance in getting financial aid; need more financial aid
3. Increase in tuition costs, however, costs are manageable as compared to other Pa and out-of-state institutions
4. Increase costs of dorms that puts a burden on non-traditional students
5. Need more grants available to students
6. Increased cost of text books
7. General Education classes are a burden, would like to reduce Liberal Arts classes and focus on more relevant courses pertaining to major.
8. The hiring of qualified professionals (Ph.D.); it's better to have a good professor than new dorms
9. Support for fundraising
10. More classroom instructors
11. More work-study students for daily operations, and having a graduated pay wage
12. Students want more value for their dollar, for example, campus signs that were too expensive and can't be read
13. Reducing non-essential Gen. Educ., classes in certain majors.

MISALIGNED

1. Focus more on preparing students for career education and beyond
2. Some believe that it is not in the best interest to go beyond our “niche” of the tri-state region
3. More international courses and study-aboard programs
4. Mandatory internships for all students
5. Robotics professionals needed in the field but students aren’t interested because students don’t feel qualified or they lack understanding for its’ qualifications.

OPPORTUNITIES FOR ACTION

1. Textbooks
 - a. Don’t mind costs of the texts, would like the professor to use it during lectures.
 - b. Option of having on-line texts books and hard copies.
 - c. Use library electronic resources for textbooks.
2. Work-study
 - a. Increase wages for student workers
 - b. Examine federal aid guidelines for student’s whose parent’s claim on tax, yet do not contribute to the student’s tuition.
3. Career training
 - a. Break-up classroom lectures by having outside activities and field trips.
 - b. Internships outside the state
 - c. Faculty meeting with students in the high schools to describe programs that are available at Cal U
 - d. Alumni visiting students in the high schools
 - e. More visibility in secondary schools
 - f. Faculty and student visitation during career days in schools
 - g. Career days for on-campus students
4. Mission Day
 - a. Restructure with committees to address issues raised by faculty, staff and students

Mission Day Report 2006
Panel 6
Making Education Affordable & Efficient

FACILITATOR: **Carol Biddington (facilitator)**
 Walt Czekai (student facilitator)
 Rhonda Gifford (recorder)

The challenge is to develop a plan to reduce the cost per student (e.g., class size, tuition, and campus resources), keeping in mind that government funding of higher education continues to decrease each year.

ALIGNED

MISALIGNED

OPPORTUNITIES FOR ACTION:

1. How could the educational cost per student be reduced without sacrificing the quality of education as measured by what students know or can do?
 - a. Increase class size but maintain quality with smaller working groups within class (have students give presentations), individual appointments with faculty, live chats, employer advisors/consultants to mentor students (could lead to program-specific scholarships & career opportunities), lectures reinforced with repeated self-tests (mastery), teaching assistants/graduate assistants to follow up on key points of coursework & answer questions
 - b. break up larger classes by having 1/3 come Monday, 1/3 on Wednesday, 1/3 on Friday; supplemented by out of class experiential learning opportunities
 - c. Create more academic scholarships/fundraising via alumni (i.e. Vulcan Scholarship fund). Create a culture of “paying it forward”.
 - d. Become more politically involved (i.e. have students/ SAI Board write a letter to legislators asking for 5% increase in state budget.) “Squeaky wheel gets the oil.”
 - e. Have open labs with extended hours to assist students with online assignments
 - f. Analyze operating costs associated with the university (utilities, service personnel, etc.)

2. How should programs be redesigned and restructured? Can one model fit all disciplines?

- a. Evaluate courses/programs individually – no standard model fits all programs (i.e. skills-based courses cannot have large class sizes, or some programs can be entirely web-based)
 - b. Provide professional development for faculty on evaluation, assessment, online teaching
 - c. Evaluate how individual students learn specific subjects best, not just how it is taught (i.e. should a student with poor math skills take a math course via online vs. live)
 - d. Make syllabus available to students online so they can make an informed decision regarding their ability to handle the course
 - e. Create “hybrid model”; student does part of class online and part live (provides more interaction)
 - f. Redesign course delivery to accommodate different types of students (ie. two courses for eight weeks, break, two more courses)
3. What is the place of a liberal arts education within the context of global challenges?
- a. Liberal arts is needed – language skills, transferable skills in a changing workplace. If we don’t prepare students for the global economy, they may go elsewhere to be educated. However, additional resources may be required.
 - b. Reevaluate 40% general education requirement
 - c. Reduce number of classes/sections offered (menu choice) in each category (i.e. is there a need for a second comm. course?). This is costly for the university.
 - d. Create general education requirements that match the specific needs of the discipline (problem may occur when students change majors)
4. What would it mean to audit and restructure administrative and student service systems, using technology and integrated staffing arrangements to reduce costs?
- a. Cross-train staff to make them even more valuable to the university.
 - b. Consider creating interdisciplinary departments to merge smaller departments
 - c. create “quality improvement day” where teams pick 1-2 quality improvement projects and then a systemic process to implement suggestions (i.e. to improve processes, to reduce costs, to increase student learning.)

ADDITIONAL COMMENTS

How do the state higher education budget and Collective Bargaining Agreement impact cost reduction?

As state funding decreases and salaries and benefits go up, this has a negative impact on cost reduction. If salaries and benefits decrease, we run the risk of losing qualified faculty. If the state system does the negotiation at the central level, and they know the budget is decreasing, why do they keep negotiating higher level salaries/benefits?