General Education Deans IFCC Meeting
Wednesday, June 14, 2023

Welcome & Introduction of Deans:

In attendance: Michelle Likins, Shawanna Stanford, Kim Crews, Dexter Beck, Cathy Alden, Beverly Kirk, Margaret Long, Lonnie Griffin, Cheryl Carvajal, Nathalie Dames, Bee Hart, Michael Repzynski, Kathryn Kent, LeAnne Robinson, Tomekia Cooper

Not in attendance: Jodie Vangrov, Shannon Durham, John Richardson

Faculty Retention, Engagement, & Support:

Strategies to recruit new faculty and what you do to increase retention; what are your engagement opportunities; what do you have in place to support staff personally and professionally?

- In Carrollton, reaching out to UWG. They've increased Master's programs, so it's an opportunity to bring in graduate students. Issue is some of them have never taught. Assign a mentor and give course release to help them do that.
- Math Dept Chair serves as new instructor training. Each new person has a mentor, faculty are volunteers. Created a page for faculty with checklist for each semester and with resources.
- Important for mentors to meet with mentees throughout the semester.
- Peer observations and each mentor gets a check-off sheet.
- STC is rural, so it's hard to attract some disciplines. Give existing faculty the ability to become credentialed in some areas.
- Partnered with library to revamp new faculty orientation (more than just a slideshow). In addition to classroom observation.
- Opportunities for socialization and team-building. Send surveys to get input and people feel involved.
- Luncheon, games to include adjunct faculty, too. Building relationships.
- Staff/Faculty development at the end of the semester. Faculty/staff do presentations on what they feel they need.
- Christmas luncheon. Everyone's invited.
- Faculty institute for professional development (across all divisions). Combination of topics. Can share with each other.
- Journal Club, PD session within division. Let instructor's take the lead 1-2 times per month.
- Faculty are isolated at satellite campuses and there are just a few in Arts & Sciences. One faculty member travels to another campus to work with colleagues and learn from other faculty (English). Better for them and more likely they'll stay if they travel to main campus a couple of times per week. Easier to help people face-to-face. Get people at satellite campuses (and HS) to feel as engaged as the main campus.
- Using a lot of eCampus, hard to recruit through Team GA or High Ed Jobs. Word of mouth seems to be the best strategy.
- Recruit from high schools, keep them at high schools and do dual enrollment there.

- Hard to credential science teachers in high school because they don't have 18 credits in any one subject.
- Trying to move away from HS and more into career centers. Greater stake in what goes on in career center.
- Most agree – hard to get students on campus. Lighter than normal.
- CGTC cross-lists courses in Banner
- GTC has all science on campus, classes fill. Other areas are harder because students want classes online.
- Some colleges are doing online synchronous, some are using Cisco to link campuses. Instructors may go between campuses weekly.
- What's driving online enrollment vs. campus? More comfortable online, fearful of being called on in-person. Job flexibility, childcare. Not as aware until COVID, now they know it's a convenient thing. Generally, they do worse online and better in person. Kids now don't have a hard due date or expectations. Don't see value of being in class. Re-train how they function.
- More success in math with OS vs OA classes.
- Enrollment and retention is increasing in OS vs OA classes. Has helped deter cheating.
- Using Respondus online has made students go back into the classroom. Simulcasting with whiteboard and microphones installed in classrooms.

Learning Support Math & Learning Support English:

Share what your college is doing to support students that are not prepared for program-level math and English courses.

- If faculty don't have a full load, they serve as tutors and have tutoring hours.
- Instructors give LS to any student who needs it, regardless of test score. Provide through other sources (tutoring centers, tutor.com, faculty support). Currently do a co-req model but uses up instructors who could teach degree-level.
- Chattahoochee - LS is voluntary, advisement has been given divisionally developed tests. If they score 80% or less then they're advised to sign up for learning support.
- Concurrent – take a basic skills course and some have to take content concurrent. Analyze course by F2F vs online.
- Are there common assessments at the end of the courses? Confidence, work ethic goes into developing skill. Look at assessment, did they pass? Did they not pass?
- Hard to track trends. Look at pre-test and post-test.
- Central – no testing, no forced placement. Department-designed pre-test in Blackboard, they take it (below 70% need basic skills). Suggested number of hours they need to spend per week or tutoring. Can choose MATH 0098. Have built-in MATH 0099 into Blackboard into college algebra and quantitative math. Data from spring and will compare to other semesters (review after 3 semesters).
- GTC – require in-person, required co-req. No significant difference in grades of LS students and non-LS students. Use threshold HS GPA of 2.6, but students can test out using a variety of tests.
- Lanier - Working on study skills to gain confidence, working with manipulatives. Have 2.5 as threshold and use co-req model. Not seeing a significant difference between LS and non-LS.

Significant amount of training in tutors and instructors for those LS classes. Have tutors come to math class to make students comfortable. With DE students, some career academies force students to go to tutoring; compared to other sites where it's optional and the numbers were very different. Forced tutoring was 7-8% higher in math and 14% in English. Piloting embedded tutors into classes.

- Successful with co-req group with forced tutoring with faculty member. Success rate was ~85%, to the extent that people not in LS were wanting to take LS due to competitive programs. Now without testing, there is no LS. Extra review chapter at the beginning of the course. Use program (Math Excel) similar to MyMathLab and give unlimited attempts to reopen assignments for practice.
- If students don't meet a certain level in math, they had to clock in 100 minutes of tutoring. Were co-req, but not anymore; scores went down.
- Lanier – average 35-40 tutors to support their forced tutoring. SGA provides half of their tutoring funds but won't cover DE sites. Part of their QEP, so before that there were no tutoring services. (Susan Baker in charge of Learning Support at Lanier). Use WC online for platform. Can run reports for data. Students do a diagnostic test to encourage tutoring. Qualifications - minimum is college classes with B or better.
- CGTC uses Quad C (spelling?) for tutoring. Library Director is director for success center. Students can get tutoring in person or online, seems to work well. Don't require any sessions.
- Specialist on campus – take students aside to tutoring corners within classrooms. Go to support lab. Helpful with students who have learning disabilities. Specialists work with them to get them on track. Building online support – using Upswing.

Open Discussion:

SACSCOC Standard 8.2b - Student Learning Outcomes for Collegiate Level General Education Competencies

- Dedicated general education area, IE uses Campus Labs for SLOs and operational planning. Dedicated area within Campus Labs. List of 10 competencies.
- Pick from a list of SLO topics, pick one per "department" or area within division.
- Faculty often wanted to report only on things that were good. Ok for it not to be a high success rate – analyze and look at how to improve. Can compare DE with regular enrollment, in-person vs online.
- Show striving for continuous improvement, acknowledge weaknesses.

TCSG System Updates:

- Updates to faculty development – Faculty Development Institute:
    - Phase I and Phase II are available to faculty.
    - Can take as little as one day to complete each part.
    - Faculty will receive immediate access to Part 1 of each phase module.
        - Phase I Part 1 – virtual asynchronous

        - Phase I Part 2 – online synchronous (9 am to 1 pm)
        - Phase II Part 1 – virtual asynchronous
        - Phase II Part 2 – in person at a college or system office (9 am to 3 pm)
            - March, May, July, October
    - Updated information in trainings
    - Get immediate access upon signing up
- Generative AI:
    - There is a task-force for TCSG. If you'd like to be involved, join the group.
    - Conference on it to talk about what to do with AI in courses?
    - How to rewrite or update assignments so it's not so easily put into AI? Reflect on assessment, teaching, yourself.
- New Initiatives:
    - Accelerated Career, Career Plus (on TCSG website)
    - https://www.tcsg.edu/completion2career/

Respectfully submitted by Margaret Long