

Course Success Groups- Spring 2017

Groups who participated:

Art: Kelly Watt, David Hartley, and Susan McCarthy.

Sociology/Anthropology: Mary Sundal, Alex Klaes,, Karen Kapusta-Pofahl, and Laura Murphy.

Math: Sarah Cook, Stephanie Herbster, Beth McNamee, and Janet Sharp.

Psychology: Mike Russell, Linzi Gibson, Michael McGuire, Dave Provorse, Cindy Turk, Jericho Hockett, Angela Duncan, and Chris Conner.

Education: Tracie Lutz, Craig Carter, Cherry Steffen, Melissa Peat, and Lisa Douglass.

English: Geoff Way, Louise Krug, and Erin Chamberlain.

2017 Course Success Group Report: ART

Course Evaluated: AR 101/102 History of Art, Survey I and II

Participants: David Hartley, Susan McCarthy, Kelly Watt (Coordinator)

Initial Plan/Purpose of Sessions:

Because there are only three faculty members teaching art history courses in-person (McCarthy also teaches a section online) at WU, we initially decided that a series of sessions on **improving course success** in the Art History Surveys (AR 101/102) would be the most beneficial to us.

Given our teaching schedules and the limitations on our availability, we sub-divided the three 90-minute sessions into six, 45-minute sessions.

After the first two sessions (45 minutes each), following the guidelines under Option One and Two, we decided to additionally fold in discussions and a review of our current SLOs as a vehicle for our discussions for concerning “Implementation, Dissemination, and Evaluation.”

Summary of Sessions:

Our “first session” (March 28, 30) was comprised of describing and comparing our current teaching methods, assignments, tests, projects/papers. While McCarthy and Watt have similar strategies for dispersing points across a variety of platforms in an attempt to meet the variety of skillsets presented in class, Hartley prefers longer, essay-driven tests and a lecture format. The ability to maintain individual style in the classroom was prioritized, even as the need for some uniformity in content delivery was acknowledged. While Watt and McCarthy were interested in finding ways to ‘flip the classroom’ and discussed the challenges of doing this with a survey, Hartley had no interest in changing the lecture format. Things we could all agree were essential, however: historical context, non-western perspectives and points of comparison where possible, even if only briefly—and the need for a additional full-time art historian to address the global/non-western lacunae in our program.

Our “second session” (April 4, 6) was comprised of practical strategies and classroom policies to improve student attendance, participation, and retention. We compared notes on the use of web-based tools, videos, and hands-on/personal experience (trips to museum, architectural tours) for meeting students’ needs. It was in this pair of mini-sessions that we began discussing how our methods and goals for each class aligned (or failed to even consider, in some cases) the SLOs for our courses. So on April 6 we began addressing and revising the SLOs for the AR 101/2 courses, looking for common ground. The SLO for the survey is CCT.

Our “third session” (April 11, 13) was comprised of a continuation of a review of the CCT SLOs for AR 101/2, with helpful suggestions for improved and more-specific language from both Hartley and McCarthy. There was a side-bar discussion of the GCED SLO for both the Intro to Art class (taught by McCarthy) and how the SLOs of the Art History Survey prepare or fail to

prepare students for upper-level classes with a GCED SLO, as opposed to the CCT SLO. We then discussed the best way to evaluate SLOs as part of our larger goal to create more consistency in content and evaluation across art history sections. It was determined that a common assignment was unworkable for the faculty in attendance but that a combination of test questions, assignments and projects might suffice for a more consistent evaluation of the SLOs for CCT, which were now revised with agreed-upon and more-specific language.

Overall, these sessions were a positive experience for everyone and I hope to repeat this process next Spring to see how these discussions informed our teaching as Art History faculty.

Spring 2017 Anthropology Course Success Group: Summary of Findings
Karen Kapusta-Pofahl, Alex Klales, Laura Murphy, and Mary Sundal

Goal

The goal for the Anthropology Course Success Group was to evaluate specific writing assignments for our Anthropology General Education courses (AN112, AN114, AN116, and AN118) to improve student success and student writing. At our first meeting, it became clear that many issues pertaining to student success in completing a general education writing assignment lies within the structure of the rubric and how students will be assessed. In other words, we needed to evaluate if our rubrics matched our learning outcomes and if we could accurately assess the assignments based on our rubrics.

Process

We analyzed the rubrics for assignments in AN112, AN114, AN116 and AN118. Some of the challenges we faced included making clear distinctions between rubric categories, aligning the terminology of the rating categories with university standards, and reducing subjectivity in the wording of the rubric criteria.

Findings

Complex, wordy, and non-specific rubrics tend to be instructor-focused and can muddle learning objectives and assessment targets – students have trouble understanding the rubrics and how to meet the Target and Advanced levels. Thus, having concise, student-centered rubric will aid attainment of student learning objectives and allows fair and objective assessment (including across semesters and among multiple faculty teaching the same course).

Continued Action

We have modified the writing rubrics for each course (see attached) and will implement the changes in the upcoming semesters for AN114, AN116, and AN118. For AN112, we will use the modified changes as the basis for a more extensive overhaul of our General Education assignments as there are multiple instructors who teach this course.

AN 112 Cultural Anthropology

Before

<i>Self-Awareness</i>	Advanced	Target	Developing	Beginning
<i>Application of anthropological concepts</i>	Clearly articulates how cultural norms and values shape patterns of behavior. Demonstrates how self and observed practice are culturally-bound in a sophisticated manner.	Articulates how cultural norms and values shape patterns of behavior. Demonstrates how self and observed practice are culturally-bound in a surface manner.	Presents a surface understanding of how cultural norms and values shape patterns of behavior. Acknowledges how self and observed practice are culturally-bound.	Shows minimal awareness of how cultural norms and values shape patterns of behavior. Does not demonstrate how self and observed practice are culturally-bound.
<i>Description of culturally-bound practice</i>	Describes the culturally-bound practice in a way that applies knowledge from specific class examples to craft meaningful explanations of the observed patterned behaviors.	Describes the culturally-bound practice in a way that applies knowledge from generalized examples to craft surface explanations of the observed patterned behaviors.	Mentions other cultural groups but does not draw comparisons; or merely describes the culturally-bound practice with minimal analysis.	Does not draw comparisons to class examples; reiterates the culturally-bound practice without analysis.
<i>Understanding of course terms</i>	Uses and defines several anthropological terms correctly.	Uses and defines a few anthropological terms correctly.	Uses anthropological terms, but does not define them or does so incorrectly.	Does not include anthropological terms.
<i>Quality of writing and proofreading skills</i>	Well-organized and well-written paper with minimal errors in structure, grammar, and/or spelling.	Well-organized paper that has a few errors in structure, grammar, and/or spelling.	Adequately organized paper that has multiple errors; or poorly organized paper with a few errors.	Poorly organized paper and/or frequent errors in structure, grammar, and/or spelling.
<i>Adherence to guidelines</i>	Meets all formatting, citation, and length requirements.	Meets most formatting, citation, and length requirements.	Meets only a few of the formatting, citation, and length requirements.	Does not meet formatting, citation, and length requirements.

AN112 After

Criteria	Advanced	Target	Developing	Beginning
<p>Application of Anthropological Concepts</p>	<p>1. Uses 3 or more anthropological concepts to analyze the observed cultural practice. AND 2. Chosen concepts are specific and applicable to the described event.</p>	<p>1. Uses 2-3 anthropological concepts to analyze the observed cultural practice. AND/OR 2. chosen concepts only broadly frame the observed practice as culturally-bound.</p>	<p>Uses anthropological concepts to analyze the observed cultural practice, but chooses concepts that are not relevant OR does not apply chosen concepts correctly.</p>	<p>Describes observed event without using anthropological concepts OR attempts to apply concepts that are not relevant to the observed practice.</p>
<p>Description and Framing of Culturally-Bound Practices</p>	<p>1. Describes the practice vividly AND 2. Uses anthropological themes to frame the description.</p>	<p>1. Describes an observed event or practice with minimal detail OR 2. Does not use anthropological themes to frame the description.</p>	<p>1. Describes the practice in minimal detail AND 2. Does not use anthropological themes to frame the description.</p>	<p>1. Does not describe a specific observed event or practice. AND/OR 2. Provides information about a topic, but does not provide evidence of having observed a specific event.</p>

<p>Cross-Cultural Comparison</p>	<p>1. Compares observed practice or event to 2 or more ethnographic cases from course materials. AND 2. Explains how cross-cultural examples are relevant to the main themes of the analysis. AND 3. Examples are compared in detail.</p>	<p>1. Compares observed practice or event to 1-2 ethnographic cases from course materials. AND 2. Explains how cross-cultural examples are relevant to some aspect of the analysis. AND 3. Cross-cultural examples are explained briefly and/or generally.</p>	<p>Uses examples that are not from course materials OR mentions groups but does not compare aspects to the observed practice.</p>	<p>Does not use cross-cultural examples.</p>
<p>Mechanics</p>	<p>1. Well-organized and well-written paper with no errors in structure, grammar, or spelling. AND 2. Meets all formatting, citation, and length requirements.</p>	<p>1. Well-organized paper that has a few errors in structure, grammar, and/or spelling. AND 2. Meets most formatting, citation, and length requirements.</p>	<p>1. Adequately organized paper that has multiple errors; or poorly organized paper with a few errors. AND/OR 2. Meets only a few of the formatting, citation, and length requirements.</p>	<p>1. Poorly organized paper and/or frequent errors in structure, grammar, and/or spelling. AND/OR 2. Does not meet formatting, citation, or length requirements.</p>

AN 114 Introduction to Archaeology General Education Essay Rubric

Before

	Advanced	Target	Developing	Beginning
<i>Comprehension</i>	Accurately characterizes the arguments being made in a clear and concise manner.	Characterizes the arguments being made.	Characterizes the arguments but may be muddled or not clear. Mischaracterizes the arguments in some other way.	Does not recognize the arguments.
<i>Comprehension</i>	Identifies all evidence used to support argument and identifies the conclusion(s) drawn in a clear and concise manner.	Identifies most evidence used to support argument and identifies the conclusions drawn.	Identifies only some of the evidence or conclusions.	Does not identify the evidence and conclusions, or inaccurately identifies them.
<i>Analysis</i>	Evaluates quality of evidence. Considers if evidence has been omitted (ignored); contrary evidence exists; is evidence presented selective (cherry picked); if evidence is anecdotal etc.	Evaluates the quality of most evidence. May miss some important evidence used. Or, incorrectly evaluates a few pieces of evidence.	Evaluates some of the evidence. May incorrectly evaluate several pieces of evidence or only present cursory evaluation of evidence.	Does not evaluate the evidence or incorrectly evaluates the evidence.
<i>Evaluation</i>	Clearly states a position in relation to the issue and explains why this position is warranted. Clearly uses insights gained from critical analysis to draw conclusions.	States a position in relation to the issue. Uses the insights gained from analysis to draw conclusions.	Takes mid-way decision or avoids making a judgment. Bases position on faulty logic, weak evidence, and/or false premise.	Does not take a position.

After

	Advanced (100-90%)	Target (90-80%)	Developing (80-70%)	Beginning (70-60)
<i>Comprehension</i>	Accurately characterizes the 2 opposing arguments in a clear and concise manner.	Characterizes 1 of the arguments being made.	Understanding of the opposing arguments is unclear, or arguments are mischaracterized.	Does not recognize arguments.
<i>Identifying evidence</i>	Identifies 3 or more lines evidence used to support the arguments.	Identifies 2 lines evidence used to support arguments.	Identifies 1 line of evidence.	Does not identify evidence or inaccurately identifies them.
<i>Evaluation</i>	Evaluates and considers the quality of 3 or more lines of evidence used to support each argument or claim.	Evaluates the quality of 2 lines of evidence, or incorrectly evaluates 1 line of evidence.	Evaluates 1 line of evidence, or incorrectly evaluates 2 or more lines of evidence.	Does not evaluate evidence or incorrectly evaluates the evidence.
<i>Analysis</i>	Chooses a position and explains why the evidence backs up the position using insights gained from analysis of	Chooses a position, but does not support the position with evidence or does so incorrectly.	Takes mid-way decision or avoids making a judgment, or bases chosen position on faulty logic, weak evidence, and/or false	Does not take a position.

ANI 16 Paper Rubric

Before

	Advanced	Target	Developing	Beginning
<i>Scientific Reasoning and Literacy</i>	Clearly articulates main scientific hypotheses and examines data in a sophisticated manner.	Articulates scientific hypotheses and examines data in a surface manner.	Presents a skeletal description of scientific hypotheses and minimally examines the data.	Utilizes non-scientific information or omits relevant information when outlining scientific hypotheses and unable to evaluate data.
<i>Conclusions, Citations, and Implications</i>	Inightfully discusses conclusions based on scientific evidence while articulating limitations and implications of hypotheses.	Discusses conclusions based on scientific evidence and mentions limitations and implications of hypotheses.	Minimally summarizes evidence, limitations, and implications of hypotheses.	Offers little understanding of evidence and does not discuss limitations and implications of hypotheses.
<i>Quality of writing and proofreading skills</i>	Well-organized and well-written paper with minimal errors in structure, grammar, and/or spelling.	Well-organized paper that has a few errors in structure, grammar, and/or spelling.	Adequately organized paper that has multiple errors; or poorly organized paper with a few errors.	Poorly organized paper and/or frequent errors in structure, grammar, and/or spelling.
<i>Attention to detail</i>	Meets all formatting, citation, and length requirements.	Meets most formatting, citation, and length requirements.	Meets only a few of the formatting, citation, and length requirements.	Does not meet formatting, citation, and length requirements.

AN116 Paper Rubric

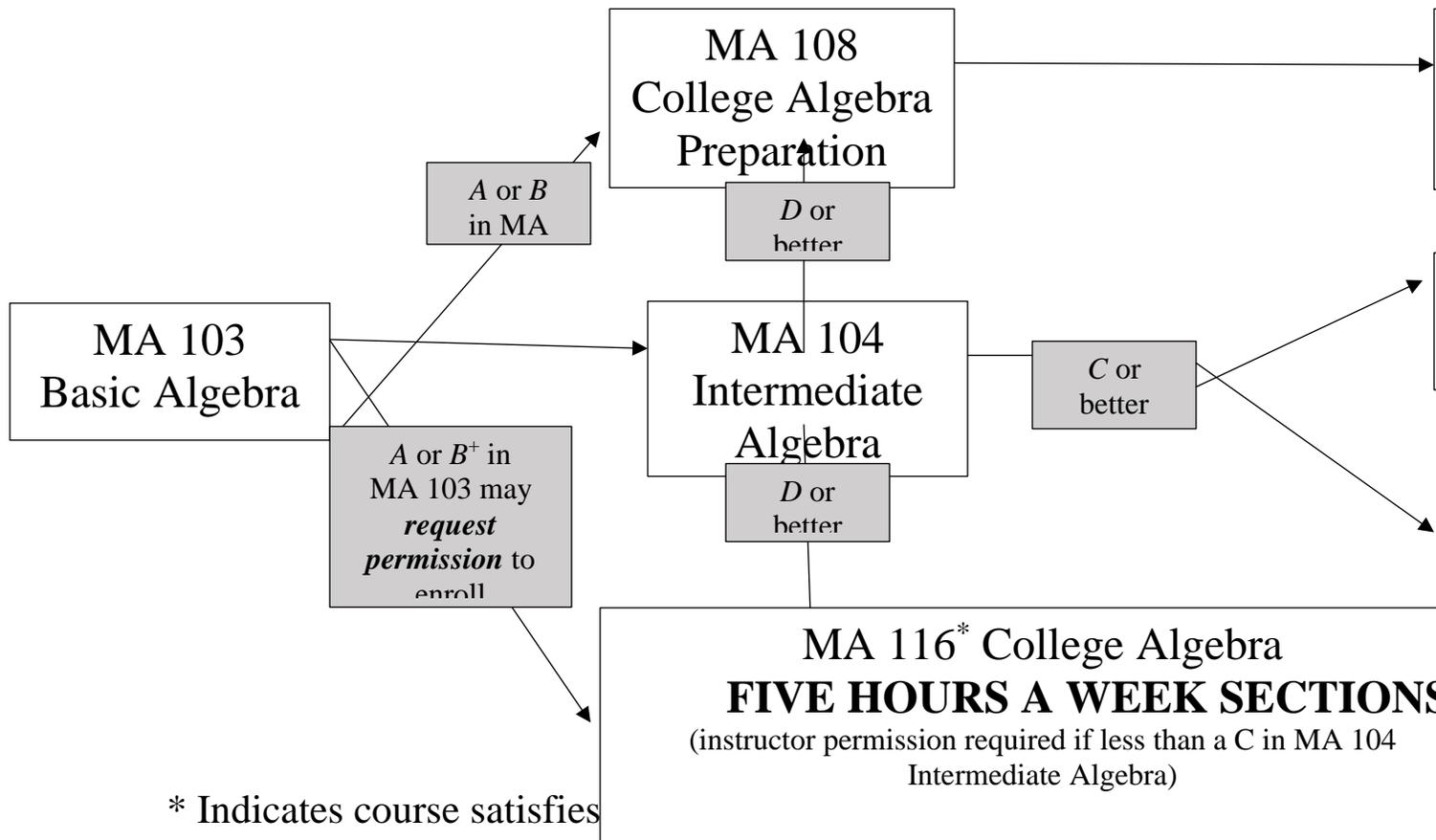
After

	Advanced	Target	Developing	Beginning
<i>Scientific Reasoning and Accuracy</i>				
<i>Thesis statement and Organization points</i>	The introductory paragraph ends with a clear thesis statement that articulates which scientific hypothesis is the most plausible and why.	The introductory paragraph includes a thesis statement that articulates which scientific hypothesis is the most plausible but does not explain why.	The introductory paragraph includes a thesis statement that merely lists the four scientific hypotheses but does not articulate which one is the most plausible.	The introductory paragraph does not include a thesis statement.
<i>Analysis of scientific data</i>	The main body paragraphs analyze, not simply describe, the four scientific hypotheses using academic sources. A discussion of the strengths and weaknesses of all four hypotheses is included.	The main body paragraphs describes the four scientific hypotheses using academic sources. Minimal discussion, without analysis, of the strengths and weaknesses of the four hypotheses is included.	The main body paragraphs describe the four scientific hypotheses with minimal reliance on academic sources. Discussion of the strengths and weaknesses of the four hypotheses is not included.	The main body paragraphs do not accurately describe the four scientific hypotheses.
<i>Conclusions and Citations</i>	The conclusion reiterates the thesis statement based on the data analyzed in the paper. The conclusion discusses limitations and applications of hypothesis as well.	The conclusion reiterates the thesis statement but does not discuss the limitations or applications of the hypothesis.	The conclusion merely summarizes the four scientific hypotheses again.	The conclusion does not discuss the scientific hypotheses.
<i>Quality of writing and Proofreading skills</i>	Well-organized and well-written paper with minimal errors in structure, grammar, and spelling.	Well-organized paper that has a few errors in structure, grammar, and spelling.	Adequately organized paper that has multiple errors; or poorly organized paper with a few errors.	Poorly organized paper with frequent errors in structure, grammar, and spelling.
<i>Reference to guidelines</i>	The paper meets the four main requirements: paper format; citation style; length; and number of academic sources.	The paper meets only three of the main requirements listed in the "advanced" column.	The paper meets only two of the main requirements listed in the "advanced" column.	The paper meets only one of the main requirements listed in the "advanced" column.

	Excellent (4 pts)	Good (3 pts)	Adequate (2 pts)	Needs Work (1 pt)	Missing (0)
Abstract & Introduction	<p>1. Title and abstract included (#s 2-4 pertain to Introduction)</p> <p>2. Purpose of experiment clearly and accurately explained</p> <p>3. Includes the question to be answered by the lab</p> <p>4. Clearly articulates hypothesis and it's based on research and/or sound reasoning</p>	<p>One of the "excellent" conditions is not met</p>	<p>Two of the "excellent" conditions are not met</p>	<p>Three of more of the "excellent" conditions are not met</p>	
Methods	<p>Description or step-by-step process is included, could be repeated by another scientist. Data has been collected in a sophisticated manner</p>	<p>Description included, some steps are vague or unclear. Some issues with data collection.</p>	<p>The description gives generalities, enough for reader to understand how the experiment was conducted. Some issues with data collection.</p>	<p>Would be difficult to repeat, reader must guess at how the data was gathered or experiment conducted. Major issues with data collection.</p>	
Data and Analysis/Results	<p>Results and data are clearly recorded, organized so it is easy for the reader to see trends. All appropriate labels are included.</p>	<p>Results are clear and labeled, trends are not obvious or there are minor errors in organization</p>	<p>Results are unclear, missing labels, trends are not obvious, disorganized, there is enough data to show the experiment was conducted</p>	<p>Results are disorganized or poorly recorded, do not make sense ; not enough data was taken to justify results</p>	
Conclusions and Interpretations	<p>1. Summarizes and interprets data used to draw conclusions</p> <p>2. Conclusions based on scientific evidence and follows the data (not wild guesses or leaps of logic)</p> <p>3. Hypothesis is rejected or accepted based on the data.</p> <p>4. Discusses applications or real world connections- one paragraph</p>	<p>Three of the four of the "excellent" conditions is met</p>	<p>Two of the four excellent conditions met</p>	<p>One of the four excellent conditions met</p>	
Format and Lab Protocols	<p>Lab report submitted as directed, in the proper format, and on time. Directions were followed, stations were cleaned. All safety protocols followed.</p>	<p>Most of the excellent conditions were met; possible minor errors in format or procedures</p>	<p>Some of the excellent conditions met, directions were not explicitly followed, lab stations may have been left unclean or group not practicing good safety</p>	<p>Student did not follow directions, practiced unsafe procedures, goofed around in the lab, left a mess or equipment lost</p>	

Advanced (4 pts)	Target (3 pts)	Developing (2 pts)	Beginning (1 pt)	Missing (0)
<p>Abstract & Introduction</p> <p><i>ground of case is clearly stated along with the purpose of the investigation and questions attempting to be answered. Hypothesis to be tested critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</i></p>	<p>1. Title and complete abstract included (#s 2-4 pertain to Introduction only)</p> <p>2. Purpose of experiment clearly and accurately explained</p> <p>3. Includes the question to be answered by the lab</p> <p>4. Clearly articulates hypothesis and it's based on research and/or sound reasoning</p>	<p>One of the "advanced" conditions is not met</p>	<p>Three of more of the "advanced" conditions are not met</p>	
<p>Methods</p> <p><i>detailed step-by-step account of the tasks used to run the experiment and/or collect the material evidence with specific directions on how material was used. Each step should begin with an action word (verb).</i></p>	<p>Description or step-by-step process is included, could be repeated by another scientist. Data has been collected in a sophisticated manner following the proper methodology.</p>	<p>The description gives generalities, enough for reader to understand how the experiment was conducted, but lacks enough information for repeatability. Some issues with data collection.</p>	<p>Would be difficult to repeat, reader must guess at how the data was gathered or experiment conducted. Major issues with data collection.</p>	
<p>Data & Analysis/Results</p> <p><i>resents the data in a meaningful way (table, labeled). Provides accurate explanations of information presented in data section and makes appropriate inferences based on that information.</i></p>	<p>Data and results are clearly recorded, organized so it is easy for the reader to see trends. All appropriate labels are included.</p>	<p>Data partially presented. Results are unclear, missing labels, trends are not obvious, disorganized, there is enough data to show the experiment was conducted</p>	<p>Data absent. Results are disorganized or poorly recorded, do not make sense ; not enough data was taken to justify results</p>	
<p>Conclusions & Interpretations</p> <p><i>ly to make judgments and draw appropriate conclusions based on the quantitative analysis of while recognizing the limits of this analysis. y to determine if your hypothesis is supported or refuted.</i></p>	<p>1. Summarizes and interprets data used to draw conclusions</p> <p>2. Conclusions based on scientific evidence and follows the data (not wild guesses or leaps of logic)</p> <p>3. Hypothesis is rejected or accepted based on the data.</p> <p>4. Discusses applications or real world connections- one paragraph</p>	<p>Two of the four "advanced" conditions met</p>	<p>One of the four "advanced" conditions met</p>	
<p>Format & Lab Protocols</p> <p><i>ssing evidence in support of the hypothesis or use of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i></p>	<p>Lab report submitted as directed, in the proper format, and on time. Directions were followed, stations were cleaned. All safety protocols followed.</p>	<p>Some of the "advanced" conditions met, directions were not explicitly followed, lab stations may have been left unclean or group not practicing good safety</p>	<p>Student did not follow directions, practiced unsafe procedures, left a mess or equipment lost. Lab format and procedures not followed.</p>	

What Math Course Do I Take After MA 103???



MA 116* College Algebra
FIVE HOURS A WEEK SECTIONS
 (instructor permission required if less than a C in MA 104 Intermediate Algebra)

* Indicates course satisfies Requirement with a C or better

<p>MA 104 Intermediate Algebra</p> <ul style="list-style-type: none"> • 3 credit hours • Covers many of the same topics as MA 103 but at a higher level • Gives more practice with MA 103 concepts • MA 104 does not count towards General Education nor Degree requirements • C or higher in MA 104 satisfies the prerequisite for MA 112 Essential Mathematics and regular sections of MA 116 College Algebra 	<p>MA 108 College Algebra Preparation</p> <ul style="list-style-type: none"> • Essential topics from MA 104 (focus on factoring) and the first half of MA116 College Algebra • 3 credit hours • MA 108 does not count towards General Education nor Degree requirements. • To satisfy Degree and/or Gen Ed requirements: Students complete special section of MA 116 in Spring 2018 with a C or higher • More class time spent on topics than in a regular MA 116 • MA 116 information is spread out over TWO SEMESTERS, giving students more time to absorb the information
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	<ul style="list-style-type: none"> MA 108A CRN 32142, 10:00-10:50 MWF, instructor Dr. Sarah Cook, sarah.cook@washburn.edu
<p>5-Hours-a-Week MA 116* College Algebra</p> <ul style="list-style-type: none"> Includes essential topics (focuses on factoring) from MA 104 Intermediate Algebra 3 credit hours, but meets 5 days a week for 50 minutes each C or better in this course satisfies General Education and/or Degree requirements More class time spent on topics than in a regular MA 116 Students who fall just shy of the prerequisite for a regular MA 116 will be <i>considered</i> for enrollment. Students should e-mail the instructor for permission to enroll. Include your name and WIN in the e-mail. Guidelines for enrollment consideration: A or B in MA 103, D in MA 104, ACT Math 19 MA 116D CRN 30047, 11:00-11:50 MTWRF, instructor Ms. Stephanie Herbster, stephanie.herbster@washburn.edu MA 116E CRN 31283, 1:00-1:50 MTWRF, instructor Dr. Janet Sharp, janet.sharp@washburn.edu 	
<p>MA 112* Essential Mathematics</p> <ul style="list-style-type: none"> C or better in this course satisfies General Education requirements Satisfies degree requirements for most liberal arts & humanities degrees (check with your advisor) Master math skills for daily life and professional applications Calculate interest on a car loan, predict lottery odds, plan investments, work out credit card costs, distinguish valid from misleading statistics, learn to effectively present data to an audience or employer 	<p>MA 116* College Algebra</p> <ul style="list-style-type: none"> C or better in this course satisfies General Education requirements and Degree requirements Required for many science, business & health-related degrees (Biology, Business, Chemistry, Clinical Laboratory Science, Computer Science, Forensic Anthropology, Kinesiology, Mathematics / Statistics, Nursing, Physics & Engineering, Radiologic Technology) Gain proficiencies needed for statistics, calculus, and trigonometry Create and solve algebraic equations, formulas, functions, and graphs utilized in a variety of models and systems

* Indicates course satisfies the University Mathematics Core Requirement with a C

SIR-II Course Success Group Participants: Chris Conner (AN/SO), Angela Duncan (PY), Linzi Gibson (PY), Jericho Hockett (PY), Michael McGuire (PY), Dave Provorse (PY), Mike Russell (PY, Chair), RaLynn Schmalzried (PY), Cindy Turk (PY), and Cindy Wooldridge (PY)

March 13th & 14th: Meeting # 1

Prior to the 1st meeting, group members were given spreadsheets containing the results (Psychology courses only) of the SIR-II for each of the past 3 semesters. Faculty member names and specific course numbers were not included. This information was to provide so that attendees could evaluate their performance in relation to that of other faculty within the department. At the 1st meeting, each group member verbally discussed one or more area(s)/subsection(s)/item(s) within the SIR-II they considered to be an opportunity for improvement. A number of faculty reported that no one particular section or subsection of the SIR-II were particularly of concern (i.e., scores in one area were not notably lower than those of other areas). Others reported concern with their "Overall Evaluation" score. The responses of attendees revealed that the area(s) for improvement reflected areas the professor deemed to be essential for course, student, and teaching success as well as areas of particular importance to the faculty member. As could be expected, the area of interest varied widely across faculty members. While some faculty focused on subsections, others focused on particular items on the SIR-II. There appeared to be no common areas of concern across attendees.

April 17th and 20th: Meeting # 2

In preparation for the second meeting, each group member was asked to:

1. Review again the results of their evaluations and identify one or a few area(s)/subsection(s) within the SIR-II they would like to improve. Group members were also encouraged to include any questions they would like added to the SIR-II.
2. Identify one or more strategies they plan on using to achieve higher scores beginning in the Fall 2017 semester. Group members were encouraged to use the "Enhancing Your Teaching Through Use of the SIR II Report: Suggestions for Improvement" document, C-TEL resources, and/or any outside resource they believe would be useful.
3. Identify several areas within their teaching that would permit them to reach their goal(s).
 - Each group member submitted to the Chair a document relating to items 1 – 3 (above).
 - Given the diversity of areas of concern reported in the 1st meeting, the strategies for improvement were equally variable and included the alteration of course content, delivery/instructional methods, assignments (additional and revised), alteration of deadlines (so as to provide feedback earlier), and espousing the importance (rationale) for textbook reading and the reason for the selection of that particular textbook.
 - Each member reported having a strategy for achieving success that will be instituted in the Fall 2017 semester.

Education Course Success Group: EPIC Planning

Group Members: Cherry Steffen, Tracie Lutz, Melissa Peat, and Craig Carter

Purpose of the Group: To increase enrollment and student success in ED 150: EPIC (Educational Professional in the Community)

First Meeting:

- Reviewed SIR-II and SPOT evaluation forms along with informal paper-pencil evaluations forms from Fall 2016 ED 150: EPIC class.
- Strengths: Observations, Teacher Panel
- Weaknesses: Amount of work for a one-hour course, specifically article reflections, separate seminar.
- Recommendations:
 - Eliminate separate seminar which is not an integral part of the course and was originally designed for students to do observations
 - Look at article reflections to see if there is a way to reduce the number

Second Meeting:

- Focused on diversity project and combining it with service learning project, so that students complete a volunteer project, involving a diverse community experience.
- Service Learning Project assignment was revised to include specific community agencies where students could volunteer.
- Decision to reduce the number of article reflections was made.
- Removed the communication log from the field placement requirement, since this was an element from the KPTP that is covered in other areas.

Third Meeting

- Focused on field placement experience; made this a separate category in the assignment piece to emphasize the importance.
- Changed the requirement to do a field placement observation/reflection form for every 2.5 hours of the 35 hour placement.
- Decided that a minimum of two placements, rather than three is in the best interest of the students, unless a student is a P12 licensure student and would like to see all three levels (elementary, middle, high school).
- Removed teacher panel (originally in the Wednesday seminar) due to lack of in-class time and inconvenience of class times meeting the schedules of public school teachers.

Fourth Meeting

- Met with other university personnel to discuss the WU 101: Education specific course which will incorporate elements of EPIC and the WU 101 courses.
- Decision was made to proceed with the WU 101: Education experience course.
- Draft syllabus was developed and approved by the WU 101 committee for implementation in the Fall 2017.

Summary of the Success Group's Work:

Prior to the Fall of 2016, elements in ED 150: EPIC course were discouraging enrollment and participation in the course. Future teachers were frustrated by the unsupervised after-school field placement component. Even though the course was revised for the Fall of 2016, there were still a number of assignments and projects that made the amount of work unrealistic for a one-hour course. The course success group revised the Spring 2017 ED 150: EPIC course based upon the formal and informal evaluations to reflect a more appropriate assignment/course load.

Even though the parameters of the success group project is over, the group is meeting on May 23, 2017, to look at the evaluations from the Spring 2017 course participants to continue to revise and improve the ED 150: EPIC syllabus. Beginning in the Fall 2017, all freshmen will enroll in the WU 101 – Education course which has been designed to include many elements of the ED 150: EPIC course; transfer students and non-freshmen who have not taken the ED 150 course will enroll in the ED 150: EPIC course.

We believe that the changes in the ED 150: EPIC course and the creation of the WU 101 – Education will lead to greater student success and student satisfaction.

Advising Success English Department Group: Erin Chamberlain, Louise Krug, Geoff Way

Meeting #1: February 22nd, 2017

For our first meeting, we reviewed the advising surveys that had been created by both our group and the other English Advising Course Success group from the Fall 2016 semester and completed by English department faculty at the last department meeting. We agreed to send out an email to the department asking the remaining people who hadn't already filled out the surveys to do so. We also placed surveys in everyone's department mailbox. We discussed how to best compile the data from the surveys and what we could do with it. The most consistent suggestions from the completed surveys were: better advising training, a common departmental advising tip sheet, shadow requirements (so that new faculty could observe seasoned faculty advise), a need to teach students how to perform their own degree audits, a need to recognize the catalogue year in which your student began at Washburn, and a common document that contained teaching schedule information, so advisors would know what courses were offered when. We also appointed Geoff Way as the Course Success group point person. We agreed that for the next meeting we would review any newly-completed surveys, start drafting the tip sheet, and further discuss a need for an advising handbook.

Meeting #2: March 8th, 2017

At this meeting we discussed better ways for advisers to interact with their students beyond simply looking at the required courses needed for graduation. Getting to know students beyond the classroom is important, in particular if students have jobs and need help planning their work-study balance. Some other advising suggestions we discussed included teaching students to do their own degree audits, getting them to enroll in EN 300 early before they take a lot of upper-division hours where they will need to write, and setting realistic goals about graduation. We also talked about how advisers could prepare students better for declaring a minor in a related field. Much of what we discussed in this meeting focused on students' lives outside the English classroom and how we should encourage them to share information that will help us plan their schedules in such ways to make them more successful students (such as student loans, number of classes per semester, etc.). We also reviewed the surveys we received, and devised four categories for classifying the tips: General Education Course Tips, Major/Emphasis Tips, System Tips, and Tips for Working with Students (for more, see the tip sheet included below). We then set out to continue gathering advising tips for our document, and began work on the creation of a Google doc that other members of the department would be able to contribute to.

Meeting #3: May 3rd, 2017

Ahead of our final meeting, we created an open tip sheet for the English Department and compiled the feedback we received from our department surveys. We also circulated a link to the English Department asking for any additional tips that other faculty members might have, and several of our faculty responded by adding helpful tips to flesh out the tip sheet. After collecting and compiling all the tips, we met as a group to determine future courses of action we could build on after reflecting on our year of working through the issue of improving our advising at

the department level. Our first outcome was to treat our tip sheet as a living document that members of the department could continue to access and contribute to as they advised students in the future. We felt this was a beneficial idea, especially since many of the members of the department who advise students will be making the transition to working with Degree Works over the next several years. While the tip sheet provides a short-term outcome for our group, we also realized a need for a more long-term solution. On many of the surveys we collected, we received calls for the creation of an advising handbook for the department. The tip sheet may represent the first step towards such a handbook, but we as a group recognize the scope of such a project, and the need for a more dedicated group to pursue the creation of an advising handbook. To this end, we plan on bringing up the idea of an advising handbook to the department at the beginning of the Fall 2017 semester in order to facilitate the creation of such a resource.

Note: The current version of the English Department Advising Tip Sheet is included below. Our intention is that we and others in the department will continue to add to the tip sheet in the future to make it useful for both new and established faculty when advising students.

Washburn University English Department Advising Tip Sheet

General Education Course Tips

Note: Tips in this category can be about anything related to general education courses and requirements

1. English students cannot take English general education course to fulfill requirements.
2. Students who have to fulfill the Foreign Language requirement may need to take FL 101 (not a gen. ed. requirement) before being able to take the required FL 102. FL 101 does not count for either the foreign language requirement or for humanities general education credit. FL 102 *may* count as humanities general education credit, but only if the student takes additional language coursework at or above that level. For example, if Jenny takes FR 101 and 102, then decides to continue on and take Intermediate French, then CAPP will use Intermediate French to fulfill the foreign language requirement and put FR 102 in the gen ed. humanities. (I assume Degree Works will do the same thing--put the higher-level course in the Foreign Language area and the 102 course in Humanities--but I'm not sure.) Similarly, if Jenny decided she wanted to take Spanish 102 after having taken FR 102, the system would put one in the Foreign Language area and the other in the Humanities area.
3. Washburn's general education program is course-specific, meaning that only specific courses (rather than whole content areas) have been approved for general education credit. If an advisee wants to take a course you're not familiar with, believing they will get gen ed. credit for it, I strongly recommend double-checking the course schedule and/or the catalog (the former is easier to access) to be sure!
4. Only six hours from any one content area may count toward general education credit. For example, then, even if a student takes the full three-course series of World History courses (100, 101, and 102), which are all approved for general education credit, only six of those nine hours will count toward that student's social science gen ed requirements.

5. Different emphases within the EN major may specify sub-categories or particular gen-ed courses that need to be fulfilled, e.g., a class from AR/MU/TH within the Humanities area, or AN 112 within the Social Sciences area for EN ED students. EN ED students have the most complex set of gen ed. (and other) requirements, so extra care and caution must be taken when advising them.
6. Don't forget that IL170 Library Research Strategies can be taken either for HU, SS, or NS gen. Ed. credit and is a good one-credit-hour option for those students who need to balance out an uneven number of credit hours, e.g. due to a 2-credit lab in Biology.

Major/Emphasis Tips

Note: Tips in this category can be about anything related to the major or individual emphases and their requirements

1. Don't forget about the 45-upper-division-credit-hours degree requirement.
2. Also remember the 84 required non-major hours.
3. English General Education courses do not count for General Education Humanities for English majors.
4. Encourage students to take EN 301 and 310 in the middle of their program but NOT to take them in the same semester.
5. Don't forget that if a student retakes a class he/she has previously failed (receiving an "F"), this does not add 3 new credit hours to the student's total number of completed credit hours. The only result of passing the class the student is retaking is the replacement of the previous "F" with whatever new grade the student earns.

System Tips

Note: Tips in this category can be about anything related to using systems such as CAPP, Degree Works, the Course Catalog, etc.

1. Degree Works allows for advisors to input and save notes that can be accessed by the advisor (or future advisors) at a later time.

Tips for Working with Students

Note: Tips in this category can be about anything related to working with students, such as communicating with student or structuring advising sessions

1. Get to know the students' lives sufficiently to help them plan realistic, successful semesters.
2. Teach students how to do their own degree audits.
3. Know about co-curricular opportunities, like for students to enroll in Honors courses even if not in the program. Learn which professors in other departments, as well as which courses, are "must-take" for English majors.