RED BALLOON DISCUSSION GROUP FEEDBACK

Contents

QUESTION 5A-1: WHAT DOES A LEARNING CENTERED UNIVERSITY LOOK LIKE? ................. 2

QUESTION 5A-2: WHAT WILL JSU, AS A LEARNING CENTERED UNIVERSITY, LOOK LIKE IN FIVE YEARS? ................................................................. 7

QUESTION 5A-3: WHAT VALUES WILL INFLUENCE OUR DECISION MAKING? ......................... 10

QUESTION 5A-4: WHAT WOULD OUR MISSION BE? ............................................................. 13

QUESTION 5A-6: HOW DO WE HAVE TO CHANGE TO BE MORE LEARNING CENTERED? HOW IS IT DIFFERENT FROM HOW WE ARE NOW? ............................................. 15

QUESTION 5A-7: WHAT ARE OUR STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS? ........................................................................................................ 17

QUESTION 5A-8: WHAT ARE SOME STRATEGIES THAT WILL HELP US REACH OUR VISION? ........................................................................................................ 23

QUESTION 5A-9: HOW CAN MY DEPARTMENT FOCUS ON BEING MORE LEARNING CENTERED? ................................................................................................. 28

QUESTION 5A-10: WHAT E-GOALS AND E-OBJECTIVES CAN WE DEVELOP THAT SUPPORT IMPROVED LEARNING OUTCOMES? ........................................... 30

QUESTION 5A-11: WHO BENEFITS FROM LEARNING IN OUR DEPARTMENT? ....................... 32

QUESTION 5A-12: WHAT GOALS AND OBJECTIVES CAN IMPROVE THEIR LEARNING? ....... 34

QUESTION 6: NEXT STEPS ........................................................................................................ 36
5 (Q5_A_1) WHAT DOES A LEARNING CENTERED UNIVERSITY (LCU) LOOK LIKE?

**The LCU should/is/could/does:**

- Find a balance between the digital world we are in and the paper-pushing world we came from.
- Acknowledge that the student is in the learning process regardless of the technology.
- Reflect the practices of elementary schools (hands-on) as opposed to high schools which have moved into books, lectures, etc.
- Acknowledge that students no longer have to adapt to our teaching styles, but we have to adapt to what they demand (how it is presented, taught, etc.).
- Provide more Service Learning Opportunities.
- Provide more Community Service and Outreach for departments and students.
- Provide small classroom sizes that can be developed and enhanced with learning communities.
- Provide more student learning initiatives outside of the classroom that will enhance leadership and citizenship; We must move away from traditional classroom.
- One that allows students and faculty to explore personal interests and not specifically only prescribed programs. This university would have faculty and staff who have been trained to help students identify their learning styles and how they best learn...not necessarily how they are most comfortable learning. This university would provide numerous professional development opportunities for faculty, staff, and administrators; this professional development would be based on a needs assessment completed by all stakeholders. Further, this university would do away with the "bell curve" mentality and instead view students as learners with limitless possibilities. It is likely that this university would be challenged to examine how it defines grades in general. Ultimately, though, this university would remain "actively" committed to our #1 core value: The social, intellectual, cultural, and physical development of students, faculty, and staff.
- Look like a traditional University setting but utilizes more technology applications, more flexibility in degree scheduling, and more automatic feedback to students where the faculty become more of a facilitator of knowledge than an instructor or lecturer.
- Engage at higher level focus on becoming a destination college.
- Focus on its goal of helping the students to learn. The important distinction here is that there is a goal not measured by written tests or courses passed, but on how we have helped the students to understand and use the information imparted. Ideally the LCU would be a place where there was as much (or more) enthusiasm about academics as there is about sports. University policies would be crafted with the goal of creating that environment.
- Support the facilitation of learning validation.
- Primarily focus on setting and achieving learning outcomes for students. Its mission should be to ensure that students receiving degrees are fully qualified to take on responsibilities in their fields after graduation. There are three parts to this approach – setting the outcomes, mastering the outcomes, and measuring the degree of mastery. a LCU gives students many options in how the learning is delivered. One primary difference could be the speed at which a student completes his/her course work. A normal 3.5 month class may be completed in 2 months by some students, 5 months by other students. Students may pay
by the month in this scenario.

- Have learning centered focus.
- Value the creativity and potential of students.
- Focus on communication.
- Embrace evolving technologies that put emphasis upon the unique creative opportunities of the learner.
- Challenge the learner to think for him/herself and to communicate ideas effectively.
- Provide access to a variety of technologies.
- Foster a unique learning opportunity within a collaborative environment.
- Recognize that ongoing dialogue between students and instructor is paramount.
- Strive towards accreditation.
- Provide avenues or activities that provide learning through kinesthetic, auditory, and visual means.
- Friendly and inviting.
- An institution that above all focuses upon the continued development of its students. It provides several different instructional approaches that allow students to learn in a method that is best for them. It also focuses not only on the educational theory, but also provides practical experience for the future workplace.
- A place where students will take charge of their learning experience, not endure it.
- Be interwoven into the fabric of the community, not just the University down the street.
- An educational institution that places emphasis on the application of knowledge concepts rather than the dissemination of content.
- Student learning is at center of all university initiatives
- Teaching is based on learning outcomes
  - Makes extensive use of technology to assist student learning
  - Is current with the latest technological advances in student learning
  - Is flexible in how, where, and when it offers its courses
  - Teaches beyond the classroom
  - Caters to each student’s learning styles
  - Listens to student concerns
  - Is concerned with student’s learning not just grades or graduation rates
  - Allows faculty enough time to develop courses and course activities
  - Trains faculty on new pedagogical practices and student-learning technologies
  - Rewards faculty who are effective
• Works closely with high-sCHOOLS to prepare students who are ready for college level work
• Teaching is not based on content but on critical thinking
• Bridges the gap between theory and practice
• More “hands on”
• More non-traditional students
• More flexible competency based education

The LCU and Technology:

• Technology would be utilized, but not used as a “babysitter.” It would be just one method of learning. Technology has brought about a decline in social skills and interaction among students. That has resulted in physical confrontations due to the lack of ability to deal with conflict or differences in opinion.
• Relying on technology totally could be dangerous. How many students now only rely on their calculators and can’t do basic math? We can’t allow “convenience over quality.”
• Embraces current and new technologies, is committed to positive change and eager to discover ways to apply new technologies, meets the students where they learn and in the ways they learn (uses mobile technologies and strives to remove barriers of time), and doesn’t stand for complacency.
• Technology is evolving so quickly, we must stay ahead of the curve. The same goes for our degree programs. Are we preparing students for jobs that won’t exist by the time they graduate? This will require teachers to be active learners themselves to keep up with changes in their career fields.
• Social networking and internet use have changed the way that everyone lives and works, particularly teenagers and traditional college students. The consensus of our focus group is that learning must embrace the latest technology. We must maximize the use of technology in the classroom and in all aspects of college life. We discussed changes that have already occurred like the reduced use of hard copy books. Most students do not use hard copy books now. Information is now obtained many times via the internet. So, the question was raised will we even need a traditional library in years to come? What would we use the space allocated as a library currently? How will the role and scope of faculty change? As we continue to evolve into a technological campus, what will our funding needs be?
• Increased use of technology.

What do instructors/coursework in a learning-centered university look like?

• Teachers would be facilitators of learning, truly engaged in the students’ learning – not just lecturers. Teachers would ask open-ended questions and engage in dialogue. No more “listen to me talk and take the test.” Making an “A” doesn’t always mean you have learned.

Well-rounded and up to speed on cutting-edge technology trends, objective and open, not set in their ways.

• More practitioners instead of teachers that haven’t existed in the real world. Then they can teach from an accurate perspective.

• Teachers should be excited, enthusiastic about what they are teaching, easy to interact with.

• Faculty should be imaginative when designing their learning environments, not so focused on delivering pre-packaged content, which is more within their comfort zone. If content is really changing drastically every 18 months, the pre-packaged content is always obsolete.
• Instruction could come in the form of group activities, exposure to more senior students, graduate students, team teaching, internships, case analysis, demonstrations, etc. Learning could occur through exposure to many environments, not just the classroom. The brick and mortar classroom should not be the comfortable first choice. The best learning comes from experiential activities, not lectures. Maybe encourage independent study projects for students that excel rather than the classroom experience.

• Some instructors would need to adjust their frame of reference. They aren’t God, even if they think so. It is the student that is the customer and has paid for the opportunity to be here. Instructors should be eagerly assisting the learning experience, not just wielding power over the student and forcing them into one form of a learning atmosphere. An intimidating environment isn’t conducive to learning. Students should be able to feel comfortable challenging instructors with new ways of thinking without fear of retribution.

• We may need to totally rethink our current faculty structure. Reward excellence and deal with nonperformers. They are well known. Ask any student which faculty members inspire true learning and which do not.

• Faculty would have more involvement in the design of courses within reason. Content would have to be consistent and within a standard, but allow for innovation in delivery.

Students willingly assume their responsibility for learning and the faculty are more involved with the students individually.

• We need students with integrity and for the faculty’s role to change. Where does the faculty role come from? Who will teach us that? Add “ethical” to that teaching statement. It’s simply a different generation, (gave example of TV program about Harvard students)

• Essential to have internships - more teacher involvement.

• Each professor should oversee at least one student.

• Learning should build, not just learn something for a test and then forget it. The actual transfer of learning should be measured somehow, not just with grades. Students have a tendency to only retain what they like.

• Books are used a supplement to the course and lecture.

• Lab and workshops instead of lecture. We need more project based learning.

• Leadership graded first then student evaluation.

• More emphasis on the acquisition of knowledge and skills than on grades. Grades are not necessarily the best indicator of learning. Pre-test and post-test might be a better indicator of the knowledge gained from a course.

• Increase the number of programs – this will increase the number of students. Offer more and different majors in which students can find jobs.

• Outcomes are clearly defined and measurable. Curricula and learning activities (including delivery of course material) are designed to achieve objectives (learning outcomes) and are responsive to a variety of learning styles and mediums.

• Students and faculty should share responsibility for learning outcomes.

• We are commonly known as an institution that allows students with lower test scores to be admitted. This does not contradict being learning centered (LC), but a LCU might be better described as one that has students that have the ability and desire to learn. A LC university will send out better prepared graduates and have Alumni that are productive and successful in the job marketplace, who have an impact in their field.

• Traditional classes that will evolve toward groups and projects outside of class.
• More distance education.

Concerns

• How far we are expected to go to meet each individual student’s needs in the LCU?
• We will be faced with the challenge of academic rigor at a distance, how do we do this?
• We are dealing with the NOW generation and most communications are through texting. As a result, students are losing writing skills. There is a clash between “old school” and “new school.”
• Students are not prepared at the undergraduate level.
• With distance advising, Blackboard, writing and research skills, academic dishonesty and plagiarism we aren’t solving the problems before we move on.
• We need a statement, in an up to date format to help meet these challenges during the transitioning phase.
• Graduate studies is better at enforcing deadlines, gpa issues, etc. Undergrads just run to the President and are not being held accountable.
• The language of moving from a student centered to a LCU implies that students must accept responsibility.
• We struggle with student responsibility. An example is not reading the Bulletin. We also struggle with the skills they need and do not have.

Miscellaneous Comments/Concerns/Suggestions:

• Focus on bettering career fair and career service center. There are not enough resources in the career center. JSU needs a better co-op program. We need to treat “outside” companies better.

• JSU is usually good at getting you where you need to be (to the right person) but some departments need to work on this (For Example, the Education Dept.).

  Invest more money into career service center

§ Measure the quality of jobs students get upon graduation

• Students must have physical contact to be successful with a group project. In my MPA program, I had an online class that involved a group project. Basically we each did our part and then our appointed group leader put it all together into a final draft. The end result was that we all got the same grade regardless of how much work we did. The only thing we each learned was the exact material we submitted. We were resentful that not everyone participated. We did not learn as much as we would have if we had researched each topic and not just our own.

• Arizona State has the MS in CJ 100% online. Waves of students enroll but the problem is with the quality of the program.
  o Move away from scantron

• Measure is the job their students receive and maintain and the type of job our graduates find.

  o Retention of keeping jobs

• Online courses-these need a better connection with the professors

  o Could evaluate student knowledge
• Fewer people, more parking.
• Increase in cultural diversity.

5 (Q5_A_2) WHAT WILL JSU, AS A LEARNING CENTERED UNIVERSITY (LCU), LOOK LIKE IN FIVE YEARS?

• A consumer-driven business? Will we offer what the student is willing to pay for?

• A system which is more transparent in what we offer and why the classes we offer are important to the students for their educations?

  • More Collaboration between academics and other non-academic departments on campus.
  • Students will have practical and leadership experience that will enhance their marketability in the job force.
  • A learning center institution will allow a time of reflection to tie things together from experiences inside the classroom and outside the classroom.
  • Promote lifelong learning, that learning does not stop with a degree in hand.
  • All programs and activities will be tied to student learning outcomes.
  • Student learning outcomes will drive the goals of the university.

  • JSU will be more techno-savvy. More friendly and use of current technology and social networking outlets.
  • If JSU were to shift toward a more learning centered environment, we would see positive learning environments all across campus. We would be leaders in innovative teaching techniques and technology instead of catching up with local area public and private schools. We would recognize that our campus must be more than historic buildings and great landscaping. Students would want to remain on campus even if they commuted daily because they would see the campus itself as part of the institution...they would be able to recognize that the programming established on campus was as much for the overall education and well being as were their courses. Anyone walking on our campus or viewing our promotional information would see that JSU would a place to positively impact the mind, body, and soul.

  • It will have more computer assisted classes and utilize the internet more for YouTube lectures, online chats and forums for student discussions.
  • There will be individualized learning concepts for students to design with the help of advisors instead of the standard core curriculum, making it specific to each student's learning capacity and strengths.
  • Experiential learning, service learning, expand student horizons, process of learning is learning centered.
  • Flat rate for tuition, elective courses expansion, study abroad opportunities and exchange programs.
  • Technology for students such as a laptop program.
  • JSU will be a learning centered community focused around students as active participants with professors as facilitators.
  • We would like to see JSU as a preferred university for those students who want to go at their own pace, whether that is faster or slower than the current cycle. We want to consider steps that 5 years from now will help JSU retain a much higher percentage of students until they graduate. I believe JSU should be more diverse in their methods of delivering a course to a student; more online options, more one-on-one options, more experiential (workplace environment) options, while retaining the traditional classroom as an option.
- Increased use and reliance upon technology.
- Classroom presentation will be placed on the web.
- Learning will be “always connected; always on.”
- Office hours will not be structured.
- There will be little reliance upon a traditional academic calendar.
- Promote to and embrace non-traditional learners.
- Emphasis upon the global village.
- Move from classroom centered, structured learning environments to mobile technologies, i.e., iPad.

- All of the above concerns would have been addressed, and:

  - A learning-centered university would have campus-wide Wi-Fi and also have remote classroom participation utilizing video hookups like Skype so students could attend JSU from anywhere in the world.
  - Be more conscious of the equipment students have to carry. Furnish awnings and bus stop covers.
  - Plenty of counselors and tutors on staff and any other support necessary to help develop a student’s full potential.
  - We would have funding that supports the mission of becoming learning centered or have been creative in utilizing current resources to bring about change.
  - If JSU becomes more LC, we will have more successful graduates and have a student body that presents itself as successful by their actions. Although our graduation rate is considered low, by shifting to a LC university in five years one would think students would graduate earlier and more often as students would pursue a higher degree. Teachers would be more focused on what the students are learning instead of how they are teaching. Students' comprehension of class material drives the instruction rather than a syllabus. Teachers would focus on educating the students and if the students are learning the material. LC focuses on teachers striving to present material in a manner that is useful. If an instructor is teaching and no one is learning, is there any teaching? LC instructors would be willing to engage the students and invest in the students learning the material.
  - New technology would be implemented, WIFI would have to be available throughout campus. As discussed in Question 1, traditional support such as the library would likely change. Whereas currently a large twelve story building housing hard copy books is used for research, in five years there would possibly be research computer labs located in each academic building. Each student might be required to bring a notebook computer to class - if students are still attending a traditional class. Terms such as semesters may not exist. Students might complete all coursework on an individually selected timeframe.
  - Changes like these would require changes in University goal 6. Physical space needs would change if traditional classrooms are no longer required for each class meeting or for support such as the library. The role of faculty members would change. Their physical presence would not be required if students are working on courses within an individual time frame – an online presence might be required. Equipment needs would change along with space reallocation. Staffing needs would change. For example, a different structure of cleaning and maintenance services would be needed. Our utility needs would be different.
  - Technology and social media will play vital roles in shaping how JSU will look in five years. The current discussion on facebook provides an enlightening aspect to combining online with “real life” and its implications for JSU's future!
  - JSU should continue to reach out to its students in a variety of ways, including on-line classes and
• traditional on-campus classes. It should maintain the close professor-student relationship that has made attending JSU desirable in the past. It should continue to keep in mind the "small school, big dreams" mentality that has allowed the university to grow while still being the "Friendliest campus in the South".

- JSU will evolve into a technology driven learning center that is physically unbounded in its delivery of applied knowledge and research.

• Professors directly oversee and assist with internships. Require an internship with every degree.
  
  o Increased flexibility in the evaluation of students
  
  o More interaction
  
  o Put students in the job field from the beginning
  
  o Internship should be required for every student upon graduation
  
  • Ex. 16 week semester
  
  o Ex. Statistics 1- 1st 8 weeks and Statistics 2- 2nd 8 weeks; send students out in the field with course to learn corporate experience

• New faculty that is hired should have "real" work experience. We need a more cosmopolitan faculty. We should be more willing to hire "outsiders." (Non JSU graduates)

• Link countries. We have a good international program so we should take advantage of this.

  o US is getting stagnant compared to other countries
  
  • Saturday classes/Weekend Program.
  
  • More Night time programs
  
  • JSU should be operated more like a business

  o 1/3 of classes (100 and 200 level) should be offered at night

• Admission Standards

  o Increase in standards

  o We may lose some in terms of numbers but there will be an increase in number of students completing their degrees. If admission standards are higher then we are more likely to retain those students anyway.

• The most effective teaching styles combine a variety of strategies. Faculty must embrace new technologies as they become available BUT thoughtful consideration must be given to how pedagogy must be applied to new technology. For example, 90% of communication is NON-VERBAL. Online delivery MUST adapt to the loss of face-to-face communication. posting PowerPoint slides of a lecture is NOT effective teaching. Activities must be designed that promote critical thinking and high level abstraction. Educators must be committed to learning a "new pedagogy".

• More and better online course offerings, with multimodal methods of student-to-student and student-teacher interaction

• Student’s learning will be at the centered of all JSU’s initiatives and activities

• No May term. Any college level course taught in three and half weeks is not conducive to student learning

• Faculty will be highly trained to deliver students what they need and want
• Students will be prepared to handled college level classes as freshmen

• In five years from now, JSU should have left the conceptual model of the "classroom" behind and should have embraced a new model that is centered on student learning, in whatever form it occurs. All process, both in the classroom and in the administrative offices, should be reviewed and revamped to eliminate unnecessary barriers that inhibit and slow positive growth and change. JSU would be investing heavily in classroom (both physical and virtual) technology as well as training and professional development for faculty and staff. In five years, JSU should have emerged as a thought leader in innovative education in the state and southeastern region.

5 (Q5_A_3) WHAT VALUES WILL INFLUENCE OUR DECISION MAKING?

• If we reduce seat time, how much must we be concerned with the availability of technology: computer access, Internet connections, knowledge of technology?

• Are we moving toward a vending-machine theory of education where students expect to put their money in and be given something in return?

• Are we moving away from the University’s mission statement?

• The majority of our group fears that the University's role will be minimized.

• How do we define “learn” and “teach”? We need clear distinctions between the two in order to know how to evaluate the differences between how the students learn and what the instructors are teaching. The literature seems somewhat unclear on the ways these terms are defined.

• The majority feels that we must retain control of respectful behavior and what material students reference, study, etc. The teacher as expert is a positive, not a negative, to our group.

  • Decision should be based on learning outcomes. Learning outcomes should be the number one value of all decision making.

  • JSU will need to value retention models and enhance retention and begin early intervention strategies for first year student. Those strategies should include a process from freshman through senior year to prepare out students for success after graduation and improve graduation rate.

  • Develop leadership opportunity for students outside of the classroom that will enhance a student's marketability in the job force.

  • Create a diverse population and enhance the success of those populations by providing quality services that will assist to graduation.

  • Use financial resources that will develop programs or enhance existing programs to help students become leaders and productive citizens.

  • Relationship building between all departments, faculty staff student and alumni.

  • Increased enrollment, but not an unmanageable enrollment.

  • First and foremost, we would value our current #1 core value: the social, intellectual, cultural, and physical development of students, faculty, and staff; 2. honesty; 3. the ability to be truth sayers...and offer true constructive feedback to students without fear of administrative backlash; 4. affordability; 5. diverse experiences; 6. we would openly value the university culture; 7. unashamedly make decision based on what is best for learning; 8. providing a global education; 9. collegiality; 10. community; 11. a continuation of orientation experiences for all students; 12. inviting facilities designed for “active” learning; 13. belief that it is our responsibility to help students understand what their responsibilities are and to hold them accountable.
• We will have to work to meet the needs of today’s learners and future learners; concentrating on the support of intellectual and academic freedom, dialogue, and the free exchange of ideas as well as the quality teaching aspect to prepare students for employment, citizenship and life-long learning.

• Benchmarking from schools other than regional universities, student choice, and competition.

• The number one influence and decision-making must be on effectiveness. Every decision should be predicated by: Does this decision increase the effectiveness of our faculty’s teaching and student’s learning. Once an initiative is proven effective, the emphasis then moves to efficiency.

• Look at our options through the eyes of our customer – the student, the parent, and the eyes of the professor. Does it work? Is it financially feasible? Will it produce graduates that are ready for the workplace? The learning outcomes should match the need that our graduates fill in the larger workforce. The department should have complete control over what its learning outcomes should be, with the only requirements being that they should be measurable and that the measurement approach should be fully specified. Students should be made aware of what these outcomes are so that they can situate their learning in a particular course in a larger context.

• The student is an individual with unique needs.

• Learning activities are not time centered.

• Technology is an essential part of the academic experience.

• Students expect and appreciate being challenged.

• Students will share in both synchronous and asynchronous communication.

• Address student learning styles and emphasize outcomes-based learning.

• Evaluate student and faculty performance.

• Develop strategies to support student-faculty relationships.

• Technology is an extension of human perception.

• Does the decision move us toward being learning-centered or does it negatively impact that goal? We must have learning-focused policies and follow them.

• We must put personal agendas aside and fully commit to this new direction.

• If learning is number one, what else comes with it? Support has to be provided to have learning as number one. From academic to IT to financial aid. State of the art technology should be available for faculty and students. Seat time is important to many teachers, but what about our online programs? Our community values would mean we as an institution are working to help everyone learn (even those not faculty) and act as a family and be “friendliest campus in the south” again.

• Our focus group felt that our core values should not change. JSU would still exist to provide an education to students. We did, however, think that some changes will occur. For example, what would constitute academic dishonesty? If students are for the most part working on their own, are they free to consult any source (books, internet, and other students) for assistance with their class work?

• Socialization and connectedness will be key influences. Teaching styles will be major factors as well.

• The main value that should influence the decision-making of the university is the personal attention that should be given to each student. The personal relationships that are built between professors and students are one of the main reasons people choose to attend JSU. We should strive to maintain the excellent student-to-teacher ratios that prevent students from being simply a number. Further, if our graduates can perform in the workplace or in graduate school, we have been successful.
• One of the main values that will influence decision-making is the globalization of education through technology.

• What does the professional world want in their new hires?

• How well are students able to compete in the job market

• Look at JSU’s 12 core values from the last strategic plan.
  o Need to utilize and must emphasize experience to compete in job market
  o Quality over quantity
  o Retention rate of students
  • Faculty must have “real” work experience before he or she can teach in education programs
  • All students must be required to pass all exit exams-a required score. The Nursing School is a good example.
  • Technology oriented. The Faculty should be savvier about technology and make sure they continue to update their lecture notes.
  o Ex. Obama texting – one way he attracted the young voters
    • Rigorous standards must not be compromised.
    • Principles of pedagogy must be deliberately defined, especially for alternative delivery systems. Some forms of teaching, such as face-to-face interaction may STILL be the most effective in some situations (i.e. remediation for at-risk students). Relationships between faculty and students must not be underestimated. Outcomes related to new strategies must be systematically compared to outcomes achieved with old strategies. Decisions must be data driven.
    • Student learning should be at the center of all decisions
    • Critical thinking – teach students how to think and not how to memorize and regurgitate information
    • Taking into consideration student’s concerns
    • Taking into consideration industry needs for preparing students for the job market
    • Taking into consideration that we live in the information age. JSU needs to provide faculty and students with cutting edge technology so students will have access to latest information

The moral and physical preparation of our students with the educational tools they will need to thrive in the considerable social and economic challenges of the 2020 workplace.

• Interpersonal skills/relationships, how do we form these at a distance? Sometimes have to wait days for an online response.

• We must be economically productive – but for who? For the students but also for the institution.

• The University has expectations for growth and that may or may not be a positive thing. Are we prepared for that growth?

• We need a strategic plan.

• We no longer have graduate assistants to help with our research but we’re expected to provide this research and we can’t bring in faculty because this is something they want. But the students are not on campus to be our GA’s. Some must be here. We must reach out to the students and other support staff. However, some institutions do
without local student help. They are fully accredited, have high enrollment, and their students are not on campus. While there are quality issues, does it make the institutions less valid? We don’t know outcomes yet. And if we did, it wouldn’t be in this time frame.

• Everything at a distance is student centered, not learning centered, because this is what the students want. We should offer what they need, not what they want. However, I have a fear of being told what to teach, based on students deciding what they need. We have created a culture where students just to tell the professors what they want. We have to remember this is not just online coursework. We can include video conferencing, webinars. Be creative. Then provide this information to the faculty. We can deliver quality education but need a variety of venues to do it. Learning centered would provide faculty with learning opportunities.

5 (Q5_A_4) WHAT WOULD OUR MISSION BE?

We promote the University’s current mission statement.

Our mission should be to develop a mentor program that would educate our students to be lifelong learners.

Student should be better prepared to work in "real world" rather just learning a job....they should learn the responsibilities of being an employee and learn to work with a diverse population.

Our mission would be to create learning communities meeting the needs of our diverse student population. To provide a quality education with a global market in mind; to promote interactions among students, faculty, staff, and administrators; and, to resist the urge to simply follow trends in education and to carefully examine what our students need.

To become a LCU instead of a teaching institution where teachers become learning facilitators instead of instructors.

Re-evaluate mission, the experience of students needs to be an integral part of JSU.

To deliver value to the students for their money. A degree from JSU needs to be something employers value.

We serve the evolving education needs of students through a diverse offering of degree programs. We strive to be a responsible and well-regarded institution by providing a high-quality degree that is recognized worldwide. We seek to produce broadly educated graduates with skills for employment, citizenship, and life-long learning.

To prepare students for a technologically based world.

Create opportunities for life-long learning.

Provide students with additional online courses and programs in all disciplines.

Expand the availability of online courses and enhance support services to the university community.

Prepare students to work alone in technologically enriched environments.

One example - Taken from CAL POLY POMONA Web site:

Core values: To foster intentional learning in a nurturing environment that produces graduates that strive for excellence.
CAL POLY’s President’s Vision: “I want Cal Poly Pomona to be recognized for programs of distinction that will serve our students and the State in a learning-centered environment. A place where the things that we do well, we do better.”
A campus is educationally effective when it:

- Clearly articulates learning outcomes at the student, program, and institutional levels;
- Regularly applies measures to evaluate the success of programs and services;
- Continuously improves its programs and services using the results of assessment;
- Creates and sustains an infrastructure of leadership, expertise, processes, and resources

Is it teaching them to graduate? We certainly hope not. Our mission would be successful education with graduation as a byproduct.

Our focus did not feel that at this time our mission should change.

JSU will realize the potential impact of the student body interacting with the community as a "training ground" and local businesses will see JSU as a haven for professional development opportunities for employees.

Our mission at JSU should be to develop students that not only learn while attending classes, but have also developed the capacity to learn on their own after the program has ended. Further, our university should accommodate each student's various learning styles.

Our mission would be making sure that every JSU student learns the application of knowledge obtained so that it will enhance them in the work force. One of JSU's missions should be "To provide the state-of-the-art technology to facilitate the adaptation and delivery of a learning-centered education."

The same as now.
- Need more involvement

o Classes should be “hands on” and not just about the textbook

o More lab work

o Tutoring service should be expanded

o Use of text as a supplement (require students to read before class begins)

To achieve optimal student learning outcomes through a variety of strategies that are responsive to today's student.
- JSU is a Learning-Centered institution of higher education. Student learning is at the center of all JSU activities and initiatives.
To use available technologies to create productive and capable graduates who are not only able to compete in current economic and global environments, but who also have the motivation, abilities, and skills to continue learning and succeeding as new opportunities and economic landscapes emerge.

What is our mission?

- Does anyone ever look at the mission statements? No one? What is our mission? Delivering high quality, student oriented education, values at the graduate level. There is a problem considering previous schools.

- Instilling values

- Even in a traditional environment, we've tried orientation, but the students won't show up, and we need to address issues with them.

- The faculty reflects on their own graduate experiences and we want that for our students, but something is missing. There are no relationships or mentors. We do have committees for comprehensive exams but it’s only on paper. We also have an orientation.
• ED 500 helps greatly - but we had to make a one hour required course for the program.
• We need an international reach so we can prepare students to be global participants
• What about the faculty?
• I have a fear that technology may double, triple, or even quadruple my class size. So now we’re back to quality. In a strategic plan, how do we attract and maintain high quality faculty and other support? Increasing expectation of scholarship is a problem because we have no support and we have no time due to teaching overloads
• Support increases, raises, and all, because it’s easy to sell a life in Jacksonville. We need to continue to be relevant in our fields.

5 (Q5_A_6) HOW DO WE HAVE TO CHANGE TO BE MORE LEARNING CENTERED? HOW IS IT DIFFERENT FROM HOW WE ARE NOW?
We have no clear understanding of all that the University proposes as far as becoming a LCU is concerned. For our department, we see this as an opportunity to grow together and evaluate our practices, sharing the best practices, learning new ways to encourage learning, and continuing those teaching practices which have been proven to be successful. We see this as an opportunity to become a community of learners, learning from one another, and sharing that learning with our student/learners.

Faculty, Staff, and Student have stronger voice in decision making process.

More professional development on campus to educate our faculty and staff to be more learning center...i.e. a lot of people do not understand what an e-goal or an e-objective is.

Pilot programs in smaller groups and determine if this is a decision needs to be based on evidence of student learning outcomes.

More student accountability.

More Learning Communities

More service learning components with faculty involved in out of the class room experience.

Engage first-year students earlier to improve retention and develop first-year through senior experience to improve graduation rates.

Priorities won’t be confused...mixed messages to faculty, staff, and students won’t be sent.

Currently there isn’t enough technology available to meet the needs of our students, faculty and staff. The Learning Centered approach is a different mindset for faculty to absorb and if they don’t buy into it, it will not be a success.

The opportunity for students to grow as professionals is not currently available in all departments and it should be in a Learning Centered environment.

We have to make tough decisions to become more learning centered. What can we stop doing? Engage donors with more initiatives.
JSU creates passive learners.

JSU is a very traditional regional university that has a very set schedule and set way in delivering courses. The changes would lead to more flexibility. We would hope it would lead to a reduction in losing credit hours to 2-year colleges and to a higher retention rate.

More emphasis upon “Always on. Always connected.”

Instructional design that embraces new technologies.

Better collaboration between colleges and support services.

Traditional focus of some key faculty members.

See above response for changes needed.

The JSU community would have an increased pride because as students graduate, they and we know they are competent. Alumni would be happier and more apt to return to JSU because of the value JSU provided them.

We are still basically in traditional classrooms and using hard copy books. In a more LCU, the basic structure of education will change. As we become more technologically based, the traditional classroom may cease to exist as students take courses online within a timeframe that they have selected. Even if traditional classrooms continue to be used for some courses, the structure may be different. For example, already on our campus many faculty members choose to use Blackboard software for students to access lecture notes, syllabi, and tests online.

As discussed previously, as our instructional structure changes, administrative processes will change too. As an example, if students are given the freedom to choose a time frame for completing course work, tuition costs might be billed by the credit hour with no options for dropping courses, thus eliminating dropping classes or withdrawals as well as refunds. How would this affect our revenues? What would be the financial aid concerns?

Technology will play a greater, more positive role at JSU.

JSU will be technology driven and its faculty amenable to the practice of learning centered pedagogy.

Students and faculty will be more engaged and involved in ensuring learning is occurring.

• Tenure – design plans to avoid complacency once a professor is tenured

• If JSU were operated more like a business then the Alumni would give back more to the University, financially and otherwise

• Higher standards for both students and faculty (in order to increase standards for students and evaluate their performance, faculty must continue to increase their standards)

I can only speak to nursing, but my "biased" view is that we have always been learning centered. I am thrilled that faculty have embraced every new technology that is made available to us. We have been slow to recognize strategies for electronic cheating; some have not attended to the logical organization of online courses; some do not readily recognize that posting lectures is not effective online teaching.

• Distance education is underfunded and understaffed

• Faculty is not trained to meet the challenges of the 21st century education landscape

• Faculty committed to student learning are neither supported nor rewarded
Move forward with the technologies that are present in the here and now. Mobile technologies and WiFi are no longer emerging technologies; instead, they are expected to be present for students and faculty to use for educational and social purposes.

Policies and processes must be evaluated to ensure that students and learning are the foundation on which they are established.

• None of the items we’ve discussed are in place now.

• JSU does offer some of the courses/training mentioned as “needs” currently, just not effectively. If someone else decides what a need is, we have no consensus on what's offered. We need faculty involvement and choices.

5 (Q5_A_7) WHAT ARE OUR STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS?

STRENGTHS:

We are a caring and committed department. As a service department, we realize the impact we have on the entire University, and we take our charge seriously.

Faculty and Staff that have a strong commitment to students; experience working with limited resources.

People who want change; quality faculty; student accessibility; an evolving curriculum; collaboration, and ever-increasing expectations for faculty.

Student support and interest in the change.

An overall concern for our students by faculty and administrators.

Recognition that current and future JSU students will desire alternative forms of learning.

Several support programs already in place (CCBA has incorporated some individualized learning within their department).

A willingness to meet the needs of students.

Academic excellence, accredited programs, value.

The greatest strength of JSU is the history of providing quality education, accredited programs and most of all personnel dedicated to making this institution at best it can be.

Involved faculty and staff, highly competent professors, JSU pride

Majority of the faculty and administration support innovation.

Identified through the Office of Distance Education’s Principles of Good Practice, standards of excellence that can be used as benchmarks.

The State of Alabama prepares students for technology through ACCESS.

• Nice looking campus
• Concern for students

• Community involvement

• Smaller classes provide more interaction.

• Students choose JSU because it is cheaper. They are looking for a school they can afford.

Low student: teacher ratio, tutoring, accredited programs.

Our existing technology infrastructure and software system

Accessible faculty.

a) Academic programs become more responsive to the needs of diverse student population

b) Students become more prepared for life-long learning and research

c) Faculty will be more engaged and invested in students’ learning

Friendliest campus in the south:

- Caring faculty and staff – competitive advantage
  Classroom size
  Location
  Student body diversity
  Most courses are taught by professors (very few GAs are teaching)
  Houston Cole Library is a good resource for some departments

Love of learning new ways of teaching.

Techno-savvy faculty and staff

• Push to become more Learning Centered is coming from top-to-bottom.

• A core group of faculty will welcome the changes to make JSU more learning centered.

Collaborative spirit among departments/colleges/offices.

Willingness to explore new avenues.

New initiatives to attract students with high potential (i.e. faculty/honors scholars).

Basis for supporting learning centered opportunities

WEAKNESSES:

• As a group, we lack up-to-date technology. Our department is not funded with the newest and best. Although our charge is to work within the framework of what we now have, we realize that it is difficult to get our colleagues to try new teaching methods when our equipment is inadequate. We feel that the significance of our contribution to the University merits further funding.

Resistant to change; administrative, staff, faculty and students that are already over stretched.

No place to develop a sense of community; some faculty who refuse to evolve and administration that will not help remove them; support in business decisions for faculty; lack of respect for learning styles and teaching styles; lack of resources for faculty; lack of professional development that doesn't focus on Blackboard; our own open door policies create issues when students and faculty do not follow chain of command; students believe that a complaint means automatic change; students are expected to use technology that they have never been taught to
use since we aren't as up to date as schools around us; and, in some cases, we model poor instruction and advisement.

Technology

Cost

Acceptability of faculty and administrators

Resistance to change

Need more for students to do.

The greatest weakness is funding

The size of JSU could be a weakness. It is very easy for a small company to change directions. It is much harder for a university to change. It's like comparing the quickness of turning a small motorboat to that of a large cruise ship. It takes much more time for a large ship to change direction.

Inadequate funding for long range planning.

Need long-term funding plan for maintenance, sustainability and growth.

• Faculty that still teach the same way they did 40 years ago and have no intention of changing.

• Could improve in customer service in some areas.

• Not enough staff in some areas to provide the services that are needed.

Not enough tutors to meet current demand of students, often too rooted in traditions (seat time & paperwork)

Lack of student motivation, and lack of approaches to combat apathy.

a) Institution may need to invest time and resources to implement the paradigm shift in education
b) Faculty members will need to sacrifice valuable resources to be able to implement such scheme
c) Administration will need to allocate funds for enhancements to technology infrastructure and community investment.

Technology

Lack of a Strategic plan to recruit more junior college students
Some programs are close to losing accreditation
No marketing budget for advertising
Career services needs to be enhanced and be more pro-active
Inbred administration (leads to inbred faculty and staff)
Co-op Programs are weak
Lacks WiFi capabilities
Library is not open 24/7 to accommodate all students and there should be more of a digital collection and better databases
No accountability (ex. Draft for tenure requirements has still not been completed by several departments)
Professors are not active in their fields

Teaching overloads with 100% of nursing faculty.
Lack of funding for necessary technology

• Lack of financial resources
• JSU culture is not yet conducive to a Learning Centered environment
• Faculty are not trained
• Lack of support for faculty who are committed to student learning

Lack of data to show high utilization of campus technology resources.

Tendency to be complacent and not explore/be expected to explore new initiatives.

Need for additional IT and DE personnel and financial support

**OPPORTUNITIES:**

• From our meeting today, we realize that we each have something to share. We look forward to putting into practice some of the ideas that were mentioned today. We have the opportunity to grow as a department and to introduce new practices into our classes. We also see this as a time to encourage one another and to share our different areas of expertise with our colleagues and their students.

Students will be more attractive in the job market; students will have a more positive attitude about receiving a degree from JSU;

Service learning opportunities are being identified; help students develop a college atmosphere; cohorts; online teaching to provide added time to do things with our other classes; create community on campus by treating the campus itself as a community

Continue to increase the ACT/SAT scores to bring in more students who are driven to learn and would benefit from an individualized program—this will increase retention and recruitment

Taking a more holistic approach to education will produce more well-rounded graduates,

Better career preparation will improve employment of JSU graduates, thus adding more value to their degree. Keeping them engaged as alumni may lead to future monetary or volunteer opportunities.

It might also increase an alumni network for on the job training and various other resources

Opportunities for growth: student learning outcomes, faculty salaries, advising, course offerings

The greatest opportunity is collaboration with others—other departments and colleges within JSU, other colleges across the state, local entities (City of Jacksonville, Anniston, Oxford, etc.), partnering with businesses or associations to provide real-life experiences to students.

Increased growth, higher retention, more graduates, increased revenue

Prepare students for life-long learning in a media rich environment.

Work closely with the public schools to reduce the dropout rate of minority students.

• We should prepare students for university life (what is expected of you, how to act, dress, etc. for success in life). Maybe an online class that is required before they can attend JSU. Establish a code of ethics and don’t allow those who break it to stay. Disrespectful attitudes toward people and property are running off good students. We should be known for having a safe and secure environment and rewarding excellence.

• We should use the economic situation to be creative. We could use focus groups to identify what could be changed immediately within a particular area or campus wide. Ask the people that do the jobs and solicit suggestions on redesigning structures and processes in preparation for this new mission.

• Improve on communication, top to bottom, lateral.

• Put homework assignments online, use Blackboard, or be a recycling university if we are going to use paper.

• Have an instructor that has a proven track record of innovation in learning environments and is known for producing positive learning outcomes to introduce a “pilot program” for the “new JSU learning experience.” Build
in some measurable goals and get the students involved in the possible transition. Use the feedback for continuous improvement. It would give you a small control group with a valid response. If it is successful, the students will demand that as “the new norm” and the faculty would be challenged to provide it.

• Provide incentives for embracing the change.

Strengthen corporate relationships as an economic engine in East Alabama

The group noted an opportunity as having the ability to serve more students.

a) JSU will be at the forefront of a revolutionary paradigm shift in education

b) JSU is afforded the opportunity to develop a national model for learning centered education

Hire younger, more innovative faculty
Use of Skype to communicate between faculty and staff
Take advantage of classroom size. Smaller classes mean that we could be a leading regional institution.
Charge different fees for different schools or colleges. Degrees should be fee specific. Students would pay more if it would enhance their chances of finding a job.

Look for external funding

• Educate more and better prepared students
• Lead the way and be a model for a Learning Centered campus

Renewed focus on grant potential to support learning centered model (i.e. fairly “new” employee dedicated to grant writing in Office of Institutional Assessment)

• The opportunity is to think about what else we can do, not just distance ed. It should be convenient, but still be responsible

**THREATS:**
• We do feel the threat of becoming obsolete, as many of us have heard the horror stories about canned classes being sold online where the teacher would no longer be needed; however, we must have faith that our University will always see the benefit of teachers.

Half measures and tough decisions, reallocation of resources that may include staff being transferred to a different department or programs and activities being eliminated.

Short term enrollment issues; student resistance to new expectations; faculty, staff, and administrator resistance as well; balancing quality and quantity; challenge traditional teaching methods; no more easily made administrative decisions (?); threat to pre-conceived ideas about teaching.

The greatest threat is losing track of our goals. While making the system more efficient we must be careful to not lose quality. It will be easy to look solely at the monetary bottom line and reduce course requirements until a degree is all but meaningless.

Threats – If the changes occur at the wrong time or in the wrong way, the university could lose students and it could hurt recruiting new students for several years. Less than whole-hearted cooperation from departments can also be a threat to success. Can this change happen without adding costs to an already thin budget?

Inadequate funding to support a LCU.

New technologies will challenge faculty members.

Competition from for-profit institutions.

• Other universities become learning-centered and JSU loses students that really want a solid education.
• Faculty and students not handling the transition to being learning-centered. It will take commitment and determination to change the culture.

Enrollment decrease due to higher standards with students taking first two years at community college and not being able to complete if they enroll. Would have to consider admissions requirements - should we knowingly admit a student with ACT of 17 when the likelihood of that student succeeding requires a bevy of support?

Currently changes in technology are more of a threat than an opportunity. JSU will adapt to take advantage of technology.

a) Some faculty members may not fully embrace such system
b) A working model may have already been implemented--are we just repeating the mistakes of others?

Unwillingness to change culture

Competitive response from other 4 year and 2 year colleges

Resistance of faculty & some students

Threats: moving to alternative delivery systems without understanding how pedagogy applies

• Some faculty will resist change
• The economic down cycle

Not moving quickly enough with decision-making to support new models

• We have loose support outside of our colleges

• **Budget** constraints would be a threat. The environment differs to increase tuition. There is grave potential for salary increases and faculty retention.

• We need to redefine “fiscally responsible.” Look at what we build and what we are invested in.

• A threat may be compromised values in the face of competition.

• The concept of out of state tuition is disappearing - that’s another threat, we’re not appealing to students so we’ll suffer a dip in enrollment. This may cheapen learning

• We’ve done a survey twice in the last two years. Students want to maintain contact, up to 94-95% of them, but they still enroll somewhere else because it’s online. They are compromising on their education

• Administrative support varies. Sometimes it varies from day to day

If someone cannot attend necessary classes and does not have time to commit to drive, etc. perhaps Graduate school is simply not for that person.

• are the answers to these questions different for undergraduates? The level of expectation increases with graduate school but the values should be the same

• If undergraduates were better prepared, would they be better at graduate school? It's like a tiered approach

Require online classes?
## I don't know
How would we deliver that?
traditional

we do too

we offer hybrid courses

We have 75% online

anything we currently have in Secondary Education would have to be taken through the Arts and Sciences department for it to be online

maybe some may not have any online classes? The faculty is in the best position to see what classes would be best online.

we teach online? (haha)

We even have forensics online and this is a hands on course

maybe some may not have any online classes? The faculty is in the best position to see what classes would be best online.

Is it true that the state department of education requires high schools to have at least one class online?

yes but it's a scapegoat. They can't hire a teacher so there's no control on that instruction. Usually there is only an aide in the room.

I had classes like that and they didn't work. We just turned on a TV

5 (Q5_A_8) WHAT ARE SOME STRATEGIES THAT WILL HELP US REACH OUR VISION?

Student learning centered in academic programs. What are our goals?

- Focus more on technology-based courses
- Provide training for faculty to teach online courses
- Have some teachers only teach online so that they can become more focused on this type of teaching and improve upon their courses
- Research how upper-level courses can be offered more often
- Determine who in our department would be interested in teaching non-traditional courses vs. more traditional ones
- Educate all faculty about the pros to teaching online
- Evaluate the attendance policy and how it applies to online courses
- Lower online enrollment numbers to more manageable ones for literature courses
- Become educated and more informed concerning teaching ESL students
- Become better-informed concerning our students’ goals for their educations – how can the English degree be more marketable?
- Place more emphasis on the communication skills and critical thinking skills English courses develop—gathering and assimilating information, arriving at conclusions, and expressing them in clear, concise fashion.
- Prepare pod-casts to be shared between teachers so that one instructor can offer expert lectures on topics others may bring into the classroom
- Teach each other and share with one another – meet often to share ideas, problems, issues, and train one another to use technology, etc.
I. Learning centered in scholarship for faculty and staff – what are our goals?

- How is teaching evaluated? Consider ways that we as a department can better evaluate our own teaching.
- What is considered valuable scholarship? Gain clearer understanding of the University’s positions concerning pedagogical scholarship.
- Who should benefit from scholarship? Should scholarship be something required of tenure-track faculty only, or should all benefit from scholarship?
- How can our vision be reflected in practical terms?

Goals of institution have to change.

Do More with less

Faculty should receive more support for research initiatives.

Reallocate funds to more money into research and service (service learning).

Restructure committees that will support a learning centered institution.

1. Hold students accountable for reasonable deadlines and expectations; 2. Challenge our faculty to strive for excellence and reward this behavior. We will never encourage students to strive for excellence if we do not have faculty who do so first. 3. Reward and acknowledge students and faculty who conduct research. 4. Break down barriers across campus between colleges. We cannot create community if we isolate students in particular majors. 5. Update our current technology and then provide a venue for faculty and students to showcase what they are doing. 6. We must be allowed to formally evaluate our Board of Trustees just as every other person on this campus from administrators to students is also evaluated. Leveled administrators should meet regularly to discuss processes and procedures so that decisions are consistent across campus. 7. Move beyond the “fee free” phrase. We must face the fact that some services we wish to provide to students will only happen with associated fees. Actively assess waste on the university in the form of personnel who are not essential.

Redefine what it means to educate our students and include time management for incoming freshman more than what we do now

Provide incoming students initial and immediate practical experience

Provide our students with more frequent feedback

Provide our students with more individualized options

Provide our students with more flexibility in course offerings

Have Accountability on behalf of faculty members to approach job as “learning facilitators” rather than the traditional role of instructor

Provide incentives for extra-curricular activities that will enhance the citizenship and leadership abilities of our students through philanthropy and social activities.

Provide comprehensive training and education of what learning centered should be for all faculty and staff as well as alumni through information sessions regarding the movement—which might provide knowledge of alumni interested in getting involved and offering on the job training opportunities for our students

Revisit mission and vision. Get faculty together to trade ideas. Buy in from university community to become learning centered.

Change the way we “teach” the students in order to engage them in how these skills will benefit them in their
futures. (How many students actually think being able to research a topic in the databases will benefit them? Can’t they just Google everything?) (Goals 1-2)

First, the outcomes should be created by each department by getting input from all stakeholders of the program (students, faculty, employers, graduate schools, etc.). In the end, the learning outcomes should match the need that our graduates fill in the larger workforce. The department should have complete control over what its learning outcomes should be, with the only requirements being that they should be measurable and that the measurement approach should be fully specified. Students should be made aware of what these outcomes are so that they can situate their learning in a particular course in a larger context.

Second, the Students should be assisted by the university (faculty, services, etc.) to master the specified outcomes. There are a number of pedagogical approaches that have experimental evidence to support their effectiveness. A learning-centered university should provide support to faculty members in implementing some of these approaches in their classes (e.g., through workshops, a dedicated center, etc.). The infrastructure for student support (tutoring, etc.) should be improved and assessed, as well. Communities of learners should be formed and encouraged at the department and university levels. All of those things contribute to content mastery.

Third, the Outcomes should be regularly and reliably measured. This is the most important step, because it is used to guide improvement. Perhaps OIRA can assist departments in determining how to assess outcomes. Assessment should be looked at as something to be done each day/week/semester, rather than as a necessary evil that must be survived every 5 – 10 years. If learning outcomes are able to be assessed, then they can be improved. If assessment is never performed, improvement is unlikely and fleeting. However, assessment should not be cumbersome. It should not be just another requirement on a checklist. The results of the assessment need to have an actual impact so that everyone involved can understand the importance of the assessment process.

Now, once a university focuses on content mastery, it is possible to separate the course work from the traditional academic calendar and treat education as a service, rather than as a product. This would allow students to pay periodically for access to the service (faculty members, support services, etc.) in order to achieve content mastery. Some students would conceivably attain mastery quickly, while others would take much longer. However, since all outcomes are measurable, it is easy to determine when students are able to move on to different content.

As a philosophical end-note, this mastery-based approach is really the only successful approach to education that has been found. Long ago, education was available only to the wealthiest individuals, and tutors were highly desired commodities. Even with craftsmen, education was in the form of a master-apprentice relationship. This cognitive apprenticeship model is very effective, but it didn't scale up as education became available to almost everyone. One teacher must now deal with 50 apprentices at once, each of which is at a different level of understanding. The modeling, coaching, scaffolding, articulation, reflection, and exploration that would normally be done between a teacher and student must be multiplied to all students in the course, which is incredibly time-consuming for the faculty member. But that is where student support services and communities of learners can help. Additional remedial and focused tutoring can be made available to students who are not at the appropriate level in a particular content area. And students can learn from one another in a community of learners with appropriate supervision from participating faculty.

Provide access to state-of-the-art technology.

Provide flexible learning.

Promote professional development for online faculty.

Develop incentive programs for the development of model courses and modules.

Promote enhanced relationships with community colleges and public schools.

Develop a long-term funding plan for technology growth and innovation.

University policies, decisions, and actions, ensure student, staff, and instructor success in the online classroom.

Promote collaboration among colleges and support services campus wide.
Some strategies may be evident after reading the input from the discussion groups. Develop a "litmus test" so that all areas are evaluated for success measures.

University Goal 6 – Continue to implement new technology. Faculty and staff should attend conferences/training with a focus on "learning centered". Change documentation requirements for various forms to determine if purchases, travel, etc. are "learning centered." Reallocate physical resources. Offer more online courses. Transcending time and distance via technology and connecting with the community will help us reach our vision.

Strategies include:

1) Create diverse simulations of the application of course content.

2) Create and utilize existing tools to enhance the delivery of course content.

3) Provide for faculty development workshops on the new pedagogical style and equip/certify faculty with skills and best practices for online course design and teaching.

4) Provide technology to facilitate the transition from teaching centered to learning centered by enhancing existing technological infrastructures, such as Blackboard and others, to become more adapted to mobile technology.

- More Project based learning and more writing
- Increase standards on admissions
- Require professors to be involved and make connection. Establish a mentoring program for first-generation college students.
  - More research with graduate and excelling undergraduate students
  - Link university institutions
  - Digital economy-partner with other universities to bring in more digital items
  - Student exchange with other countries
  - Lecture with ideas to promote open discussion between and application of learned skills in class

**JSU Goals**

1. Educate students to be productive, responsible citizens and effective leaders. Strategy: engage students in learning activities tied to actual "real life" scenarios

2. Advance student learning through academic excellence. Strategy: excellence can only be achieved/maintained with attention to pedagogy, sound curricula/teaching strategies/measurement of outcomes. How is rigor maintained? how do we maintain academic integrity? Faculty training should be driven by a systematic, deliberate plan. It does NOT work just to deliver a "blanket" directive to use technology; there should be a plan that is carefully crafted and deliberately administered.

3. Increase student and faculty participation in research and service activities. Strategy: encourage students to collaborate with others outside JSU...this is a rich opportunity for international/cross country collaboration.

4. Create a diverse learning community that facilitates academic and professional excellence. see #4

5. Effectively use technology to support learning, research, information management and evidence-based decision-making. Strategy: Enhance students’ ability to retrieve reliable data electronically. Core curriculum must include evidence-based decision making. More fully employ technology already available.
6. Continuously improve administrative processes and services. Strategy: employ standardized data bases for all materials related to courses (syllabi, required texts, portfolios, etc)

7. Enhance revenue growth and financial planning to ensure adequate fiscal resources for the university. Strategy: employ full time grant writers to secure external funding for JSU!

GOAL: Educate students to be productive, responsible citizens and effective leaders.

Strategies:
• Take into account student’s wants and needs in the development of the academic curriculum
• Take into account industry wants and needs in the development of the academic curriculum

GOAL: Effectively use technology to support learning, research, information management and evidence-based decision-making.

Strategies:
• Invest heavily on distance education technologies and personnel
• Offer more and better online courses
• Teaching should be based on learning outcomes

Educate students to be productive, responsible citizens and effective leaders. - Continuously monitor content to ensure it is relevant. It is important to balance ethical concepts with technology. Also, a global perspective is important as students (as potential employees) will be working in a distributed workplace, especially in technology areas.

Advance student learning through academic excellence - this relates to the above answer. Providing quality content and delivery channels is of paramount importance.

Increase student and faculty participation in research and service activities - From the perspective of a distance education student, this may initially seem be a difficult prospect until you realize distance learning gives JSU the potential to perform research and service activities worldwide. This provides new and enormous opportunities. The overused but key word here is ...technology.

Create a diverse learning community that facilitates academic and professional excellence - I think diversity naturally occurs within a learning centered institution. The addition of learners from multiple geographic and socio economic areas breaks down barriers, encourages new ways of thinking, and increases interaction.

Effectively use technology to support learning, research, information management and evidence-based decision-making - Internet, real time audio/video, social media, and increased training and resources for instructors to take advantage of these new advances.

Continuously improve administrative processes and services. There will be lot to manage in this new environment. Just managing the increase in enrollment and keeping up with advances in useful technologies will create new requirements in process and resource management. Balance top-down and bottom-up change management and adoption/buy-in tactics.

Enhance revenue growth and financial planning to ensure adequate fiscal resources for the university. The key to revenue growth involves increasing enrollment. New opportunities provided by distance education courses and degrees are potentially unlimited.

1) Faculty should serve as positive role models. Students must learn that they are the “students” and must be respectful of faculty and staff.
2) Recruit and retain high quality staff. Encourage faculty research and provide necessary resources such as graduate assistants. Be more in tune with what faculty say they need to be happy and productive.

3) Please see response to #2.

4) Continue to recruit a diverse student community. Capitalize on present and future agreements with universities abroad.

5) Work with technology to attain student/faculty engagement. Technology/DL is the way of the future. How can we use it so we felt more connected to the students?

6) Survey the customers of these services. Hold focus groups to receive suggestions.

7) Bring in more research contracts. Focus on financially supporting the academic side of the university.

5 (Q5_A_9) HOW CAN MY DEPARTMENT FOCUS ON BEING MORE LEARNING CENTERED?

We can share our ideas so that we can become more effective teachers, and we should be willing to adapt our courses, requirements, and policies if need be, without sacrificing our objectives and the quality of our teaching.

More student learning outcomes from activities that students are participating in. Tell students what they are going to learn and the put your money where your mouth is.

We chose, instead, to focus on the entire College of Education & Professional Studies since we had multiple departmental reps. Our college can focus on being more learning centered by offering professional development pertaining to students as learners...not simply viewing them as consumers.

We can increase our expectations for students and ultimately requiring that they demonstrate the dispositions necessary in our profession. Also, we can challenge our partner departments on campus to hold our students to the same level of accountability.

By allowing opportunities for our alumni to continue in learning communities after graduation and involving alumni in student course work through workplace shadowing opportunities and mentorships where the students get credit for the time spent in the workplace gathering experience in social and business practices.

Incorporate learning centered focus into goals and objectives.

Concentrate on providing services and resources to everyone independent of time, location, and role. We will need to determine what resources we need to purchase and/or subscribe to that will be advantageous to all of our users and what services need to be altered or added to reach these users as well. We are already doing this, but more emphasize will need to be placed on ensuring that all of our users are being reached.

Support academic excellence, service learning and a learning-centered environment to promote higher-paying, career-oriented jobs that require a college degree as a means of entry or advancement. Offer both programs and courses on-line.

Provide support services that enhance and facilitate the learning centered environment.

Communicate effectively with students in a time sensitive manner utilizing a variety of web-based formats.

Expand awareness, understanding and appreciation of learning centered support services.

Continuing Education is a learning-centered unit. Our classes are built around adult learning principles and include all methods of instruction and student interaction. Our evaluations are currently being revised to include
an assessment of learning transfer.

By removing the bounce. Provide academic information in nonacademic offices so students are not sent across campus to complete a form that could be done in any office on campus.

The Administrative and Business Affairs division has already made several changes that use technology to aid students in making payments, purchasing books etc. Payments to student accounts can be made online, electronic refunds will be implemented spring 2011 semester, and book vouchers are available to allow students to purchase books without waiting for financial aid. A student survey could identify other areas students would like to change.

Social media can become a more integral part of leading JSU toward its learning-centered focus. Maybe use departmental finals for the lower level classes. This would allow for more consistency between instructors.

Invite student involvement in the development of learning-centered approaches and utilization of innovative technology.

• Transparency – present students with constructive criticism of their assignments (research papers, etc.) Return papers with feedback before the term ends.

• Create a newsletter (can be email) - quarterly or bi-annually- including information about upcoming events and programs all departments in the university; alumni stories and job information

• Team teaching with other universities – within the state, nationwide, worldwide

see Next Steps
• Reward and support faculty who are committed to student learning

• Institute policies, procedures, and initiatives that are learning centered

• Assess student learning outcomes and make the necessary curriculum changes based on the results

Include creative class scheduling. Move beyond the MWF, TT model. For traditional courses, move to a hybrid format. Include weekend courses. Offer classes both online and on campus. Provide the expected technologies for online and online supplemented courses.

For service units, use technology to improve processes. Ensure equal access for all students, regardless of classification (DE or not).

• We should look at our approaches and make sure they are effective.

• Offer faculty development - sometimes it needs to be done within the department because each department is different

• Within the college, look at the courses and see if they can be online. It doesn’t have to be online, not all teachers can teach this way, even if they are masters in the classroom.

• We may eliminate instruction - that is a threat. That’s part of what I meant by sacrifice to compete - or maybe we could offer each class in a different format each semester

• I don’t believe learning centered and distance education are the same thing

• To maintain traditional coursework, emphasize coaching and mentoring students

• That’s the 3rd time someone has mentioned mentoring so it’s obviously important. I have a fear of losing that.
• How do we define and keep mentoring?

• We can’t forget that we’re preparing these students to work with people not computers. Some of our nurses can’t talk to patients. They need interpersonal skills

• There are some classes and colleges that if you look at the old regime of giving students what they want, we have whole programs that are nothing but a “cash cow.”

• Mentoring has a pre-requisite of accessibility, approachability, and availability of faculty and students who are willing to show up

• We require a two step TB test for clinicals. I had a girl to actually tell me that the documents she has already submitted was enough.

• It is not friendly to hold to these expectations but to give them what they want.

• Part of the challenge will be how faculty can engage students to be learning centered and who does this? How do they do it?

5 (Q5_A_10) WHAT E-GOALS AND E-OBJECTIVES CAN WE DEVELOP THAT SUPPPORT IMPROVED LEARNING OUTCOMES?

All students will participate in a service learning component of their major that will be enhanced through student affairs programs.

Students will learn civic engagement and leadership skills and techniques through service learning opportunities.
Goal: To graduate the most prepared and quality teachers and professionals in our area. Objective:
Continuously update curricula to mirror external expectations of our graduates.

Goal: To Produce globally minded graduates.

Objective: To increase our students' experiences with the most innovate teaching/workplace practices as well as expose them to the most innovative technologies. Utilize technology and try to stay up to date with the latest technology and how students are using them every day. Tie in learning centered themes with learning outcomes such as measuring the effectiveness of a service learning project on learning outcomes for the course. We should strive to ensure we are providing for the needs of our users that will meet the curriculum first. Objectives: Reflect a fundamental transformation in a way our students view higher education/course credit

EGoal: Hybrid class schedule w/ night and weekend meetings and online learning

EObjective: Increase enrollment and retention among programs that are increasingly sought after among career-oriented jobs

EGoal: Through stronger outreach to high-school guidance offices, high school students and families will be sure they are getting good, realistic information about what will be required of them academically and financially among the university.

Improve retention through faculty and support service collaboration.

Improve communication between faculty, student, curriculum and support services.

Challenge students to think independently yet work collectively.
Provide training for students in technology and learning systems.

E-goals and E-objectives need to take connectedness with the community by all available media more into account.
At the graduate level, it is important to maintain the personal contact between students and professors. Much can be lost in translation through imperfect channels, especially when class participants have never met in person.
This may be improved by taking advantage of the best software tools, such as Skype and other virtual meeting spaces.

Objectives and Goals:

1. To provide a technology platform that facilitates learning through the applications of course concepts.
   (Proposed metric: 30% of our Internet traffic diverted to a cloud computing system where most of our computing applications are located)

2. To enhance undergraduate courses with technology enabled applied-learning modules. (Proposed metric: 50% of all undergraduate courses should have at least a module of this kind within 5 years)

3. To train faculty members in the adoption of a learning centered curriculum through development workshops. (Proposed metric: 100% training participation in 5 years--although not expecting a 100% adoption)

- Electronic teaching teams
  - Languages – interact to learn languages
  - Pre-test and post test evaluations to measure skill set; 5 open-ended questions to review and hear feedback about the course
  - Problem: some students misunderstand surveys and scores are skewed

- Ethics and Citizenship
  - Motivate international students to work on acquiring citizenship while in school in order to work
  - Require all students complete 10 hours per academic year of volunteer work with a 501(c)3 with no religious or political ties
  - All fields are required to complete an internship worth 3 credit hours (paid or unpaid)

Nursing’s e-goals/objectives are established in PRISM. Accreditation mandates establishment of measurable learning outcomes; we collect/analyze/make improvements based on these data.

- Hire qualified instructional designers and distance education staff to meet the demands of students and faculty
- Provide the latest in distance education technology
- Provide faculty with proper training and professional development opportunities in online course instruction

Our main goal has to be educating our students in responsible use of technology. Students lack guidance and need to learn how to participate in this new world as socially aware people. JSU needs an ethics course in addition to our computer skills course. Course design should incorporate new media into the requirements.
Instead, we must provide them with learning methods that require them to think and act on their own using technology to stimulate their imaginations. We must also move beyond the bottom two levels of Bloom’s taxonomy and teach and assess our students at the appropriate levels. We also need a student, staff, and faculty honor code.

- This needs to be answered very specifically be each program, and indeed, in each course. However, in a general sense, the EXPECTATIONS (E-goals) for the development and exhibition of (1) knowledge, (2) skills, and (3) dispositions that are requisite to the profession which the respective program supports (i.e. counselor education)
should be clearly communicated at every stage, beginning with the initial candidate interviews. Secondly, the measureable outcomes (e-Objectives) related to the expected knowledge, skills, and dispositions should be mapped and scored with carefully developed rubric systems.

- What does that even mean? I wasn't prepared for this question.
- How is this different from the mission? Except to put everything online?
- Develop standards for evaluation and research and to measure out comes. Also standards for delivery, content, and assessment.
- student engagement
- a course is done poorly if you have no contact
- I taught at a community college online that required weekly interaction with every student and we had to document each time. Here we have no standards
- Some faculty have a misconception that online classes are easier to teach but traditional is easier.
- students come to me wanting overloads because they think online classes are easier
- Arts and Sciences policy is that to give a reasonable time frame, faculty can’t require certain times for contact, and that limits student options.
- E-goals seem to me to be much the same as JSU’s “University Goals,” especially the first: “Educate students to be productive, responsible citizens and effective leaders.” The skill and knowledge would vary from course to course, but certainly assessment apparatus should be able to determine increases skill and knowledge during a term, everything from standard testing to standardized testing and exit exams.

5 (Q5_A_11) WHO BENEFITS FROM LEARNING IN OUR DEPARTMENT?
All faculty and staff should benefit from learning.

Student leaders (SGA, GO! Leaders, Ambassadors, Fraternity and Sorority Leaders). The staff that is working with the students will learn and grow and be better professionals...support staff will be involved in student learning.

Ultimately we all benefit. When our graduates are well prepared, they provide breeding grounds for future students. Also, when our students are challenged to think, they tend to challenge us as well.

Everyone! Students benefit and become productive and successful alumni who in turn stay engaged with the University and give back to their alma mater. Alumni benefit because it provides more opportunities to reconnect and assist their University and feel like they are making a difference in students' lives.

Everyone.

Everyone – faculty and staff within the Library benefit from learning the new trends and techniques that libraries are using; faculty in other departments depend on our department for their research needs; students depend on our department for their course work and research needs as well.

Knowledge of higher paying, career-oriented jobs that require a college degree as a means of entry or advancement will recruit a higher level of devoted individuals to our university and our department, which in turn will allow us to provide more employers with more qualified graduates.

The academic community of students, staff and faculty.
Learners on the go.

Facilitates improved learning centered support.

Learning is continuous in Continuing Education. Our business is fluid and requires learning new programs continuously

We all do. If the students are learning, they will matriculate and as a university we will continue to offer a learning centered education to future students. All positions at JSU should center on the student and how their job is a function to ensure student success.

Everyone benefits from learning. Conferences, workshops, and in house training provide opportunities for learning.

There is a world of potential beneficiaries from JSU's learning opportunities.

Everyone benefits if the students are learning. To name some of them:

- companies who hire our graduates to solve today's problems with new and different technology
- the public at large when scientific research is published
- students who find rewarding careers
- faculty whose jobs are secure and enriching

Faculty members, administrator, and staff will greatly benefit from a learning centered curriculum. Students from the academic programs offered by the department will reap the most benefits.

- All constituents
- All stakeholders in the university
- The Local Community

Students, faculty, consumers (our patients)

- faculty, students, and staff

Beneficiaries are both students and their faculty who harness digital tools to strengthen the rapport in the student-teacher relationship. Digital learning creates a better bond through increased and more rapid communication, quick feedback on assignments and performance, constant availability of grade status, greater availability of resource supplements in the digital format that is more comfortable to the student generation, more opportunity for collaboration and for peer-to-peer learning. Education can be more active when there's a digital base to it. And education that is not active is boring to young minds. While there are examples of active learning in classes that are not especially digital, technology increases the likelihood of improved learning.

- Students, immediately and first of all; then the clients that our graduates serve. It should be assumed that faculty will also benefit, as well as the university and her reputation. In fact, it might be possible to consider the benefits in both ascending and descending directions (i.e. students to community, etc. and and students to administration to institution).

- Our stakeholders.

- Student and faculty – and certainly anyone reached by the student once graduated. JSU's reputation increases
with every capable student graduated.

• Our students benefit from learning, as well as our stakeholders (employers, patients/families, community at large).

5 (Q5_A_12) WHAT GOALS AND OBJECTIVES CAN IMPROVE THEIR LEARNING?
We plan to have more sharing sessions to discuss effective teaching methods, and we plan to keep our blog active and open it to all members of our department.

Service learning
Collaboration
Relationship Building

Early engagement into the campus culture as first year students that will promote involvement and learning through graduation that will develop better alumni and opportunities for lifelong learning.

Set the goals and objectives to meet the needs of our learners
Provide more communication to them
Provide them opportunities to learn problem solving skills

Add in community service aspect into core curriculum and give them credit for it. Produce more well rounded individuals who become more productive and successful alumni by offering course credit for extra circular activities where learning life experiences is vital, opening their eyes to the outside world beyond the classroom’s four walls

learning centered goals and objectives.

We must have an increase in our funding for resources and for improved services. Without the funding, we cannot offer the resources and services that our users need.

EObjectives: Reflect a fundamental transformation in a way our students view higher education/course credit

EGoal: Hybrid class schedule w/ night and weekend meetings; online learning using podcasting, videoconferencing, and virtual webinars

EObjectives: Selling the value of a bachelor’s degree to a diverse population

EGoal: Offering remedial, first-year curriculum to include Career Linkages (STU310) course

Offer a variety of educational opportunities that challenge students.

Use technology effectively.

Use instructional strategies that enhance learning.

Use outcomes-based learning.

Faculty are provided with an exemplary course to model their organization and delivery skills.
Creating and offering as many options for learning as possible (O'Banion principle III).

Implementing a required freshmen seminar that details JSU to them (extended orientation)

See two answers above (this was answered).

A formal internship program would allow students to confirm that they enjoy their chosen field while gaining valuable experience that can lead to full-time employment. This would also show the quality of education that is being gained as a JSU student and could create a wonderful working relationship between the university and industry.

The following goals were established:

Main Goal - The use of technology to facilitate the transition from a teaching centered university to a learning centered university.

Faculty Goals -
1. Provide the technology platforms for faculty to deliver the content in ways that are adaptable to various learning styles, schedules, and geographic locations.

2. Provide the technology platforms to help faculty in providing the applications of knowledge concepts.

Student Goals- 
1. Provide necessary technology infrastructure to ensure that the students can shift to a learning centered format.

2. Provide necessary technology infrastructure for community outreach servicing K-12 and general population.

Administrative Goals 
1. Enhance administrative processes such as advising, decision making, etc. via technology.

2. Create administrative policies that encourage and safeguard the use of technology.

3. Integrate and enhance technology in all service areas to accommodate distance education and non-traditional students.

• Have our students arrive at JSU ready to learn

o Give students literature prior to school starting

Some of our answers to question 12 are also found in question 10

not sure I understand this question

Higher education must seize the same holistic view of its market by using technology to move beyond the "sage on a stage" professorial lecture and adopt active learning opportunities. The reality is that a scholar cannot teach so much as students can learn for themselves in the digital environment that emphasizes their intellectual activity vs. the mere transmission of data from the professor's mouth.

We need education on demand.
• I am not sure what the antecedent of “their” is in this question…is it the beneficiaries of learning, which #1 asks us to identify? Or does it just assume the obvious “students” answer? At any rate, goals that are formed by consideration of information from the ‘real world’, or vocational field, and which are under contact evaluation and revision, should best serve learning. Course and program objectives that attempt to reach those goals should be carefully formulated, measured, and evaluated, in terms of both immediate classroom achievement, and subsequent follow-up with graduates in the field. Feedback from graduates in the real world as to the effectiveness of the program goals and objectives should be a major component of program evaluation.

• Develop new form of student engagement when using technology/distance education for course delivery.

• Increase faculty-student interaction.

• Reward faculty for innovative teaching that improves learning.

• To establish a diverse learning community whose goal is academic excellence; to use technology to facilitate learning and research; to have administrative offices support rather than undercut academic decision making.

6 (Q6) NEXT STEPS
1. Prepare proposals for hybrid courses to be piloted during the Spring 2011 semester.

2. Read the literature and continue to share what we find with one another.

3. Meet again the during the first part of the Spring 2011 semester.

This group concluded its discussion and will not meet again.
Re-evaluate the mission, goals, and values of our university. Spend time looking at universities that are already where we would like to be.

Evaluate the feedback from all of the projects committees and see what steps we can begin to take now to more us toward the Learning Centered Institution we hope to be based on the consensus of the feedback.

Revisiting mission and vision to restructure it to become more learning centered.

Communicate and share the results of this project with all faculty, administration, Board members and staff at JSU. Shift the focus and attention to the academics and prestige of this University and convince administration that no other focus should be more pressing.

Schedule next meeting

Stress collaborative learning and facility the opportunity for student peer-to-peer and faculty-to-student spontaneous and planned collaborative opportunities, i.e. IM and chat or virtual classroom.

Acknowledge changing demographics.

Increased dialogue between public schools and university, i.e. ACCESS.

Place increased emphasis upon “student convenience.”

Acquire student, faculty and administrative support for LCU.

Emphasize “LCU” in strategic plan.

Incorporate “LCU” in the university mission statement, goals and objectives.
Emphasize in departmental goals and objectives as stated in PRISM.

Transition from traditional to hybrid and online learning opportunities.

Allow students to design their own curricula and to learn in their own unique ways.

Look to popular media trends for direction.

Training should emphasize universal design.

Encourage the use of technology both on-campus and off.

Look for and examine emerging media trends in the schools, home environments, higher education and the business community.

Survey students to find out the ways that they prefer to access course content, i.e., mobile technologies.

Provide faculty, staff and students with the opportunity to organize their academic work into e-portfolios, i.e. digital personal learning space.

Would be interested in reading a comprehensive document containing the data compiled to see if there are common threads.

The Red Balloon facebook group needs to be an ongoing initiative.

Administrative Goals-
1. Enhance administrative processes such as advising, decision making, etc. via technology.
2. Develop a graduating scale of priorities in technology budget allocation

Academic-
1. Identify the disciplines with which the transition into a learning centered style can be put into effect in the shortest time possible.
   2. Build a model by working on and transforming a representative course in each of those disciplines.
   3. Devise and perform a formative assessment process on the effectiveness of the newly enhanced course.
   4. Devise and perform a summative evaluation process on the effectiveness of the newly enhanced course.
   5. Present the results to the academic community.

Continue discussing this topic and broaden the participants.

The transformation to a learning centered academic program in nursing will be organized in the following manner:

I. All courses are either completely online or online supplemented.
   A. All online material will be organized around a standard template, with minimally required materials. This initiative will be led by Dr. Phyllis Waits
   B. Pedagogical principles unique to online delivery will be explored and embraced.
   C. Orientation to online programs will be mandatory, thorough, carefully crafted. Orientation to the traditional BSN program will continue to have both an online component and an intensive in-person 2-day "bootcamp".
II. In the generic BSN program:
   A. Students will be engaged in learning Electronic Medical Records (via the software package NurseSquared).
   B. Development of true simulation experiences will continue.
   C. Better utilization of online delivery of nursing content and testing via ATI will continue.
   D. The nature of nursing demands that we are technologically savvy. We will continue to have regular, in-depth training in "best practices" for online delivery.

III. Academically at risk students will participate in a success program: RISE.

IV. Student Learning Outcomes
   A. Outcomes will continue to be measured. More in-depth analysis will be initiated.
      • Invest heavily on distance education technologies and personnel
      • Better train faculty to meet the challenges of the 21st century education landscape
      • Take student’s and industry’s feedback to develop curriculum and other educational initiatives
      • Support and reward faculty who are committed to student learning

Take action immediately on the simple things. There is so much that JSU can do that only involves the cost of changing mindsets and managing change. Bring the people with fresh ideas to the table. Establish new and additional leadership. Provide a voice and enable the "movers and shakers" to get the job done.

The discussion centered on changes that might be made in an effort to create a “learning centered” university. Concerns were expressed and suggestions were made for possibly future changes in the way the College’s courses and programs might be enhanced in this direction.

It was pointed out that the College’s infrastructure is conducive for accommodating the different learning preferences and styles of the students. For example, we provide a variety of delivery modes (lecture, student participation, and online) as well as a full slate of classes throughout the day and evening. It was suggested that faculty might become more involved in webinars made available either through JSU’s Distance Education Department and/or from the internet.

Points of discussion leading toward a “learning centered” university included the following:

Student Learning Centered in Academic Programs
   • the need to better engage students in activities
   • the need to bring students into classroom discussions; consider the use of small group discussions with groups reporting back to the whole class
   • experiment with different approaches to best identify how students learn; be willing to try new things rather than just focusing on “covering material”
   • think outside the box
   • study has shown that biggest reason college students fail is due to the fact that they many times will accrue debt through the use of credit cards that are used as promotions by campus-related activities—students are encouraged to sign up for credit cards to get something free (t shirt, etc); they accrue so much debt that they have
to go to work to try and pay off their credit cards; the stress of this makes it difficult to focus on classes and studies and consequently they end of doing poorly in their classes

• incorporate more internet work into classes; particularly important for a course like international business where most of the students have never traveled abroad or even much within the United States; internet allows broadening of horizons—problem is with trying to schedule computer labs for class; even though Merrill Building is totally wireless, not sure that students can afford to buy their own laptop to take advantage of the wireless capability

• try interactive, fun exercises, working in groups, etc. while reinforcing the necessity for ethical training; in addition to FIN 292 Legal and Social Environment, be sure that faculty are stressing ethical considerations in all classes in each major

• be sure that students understand what is expected from classroom exercises; if students are left to decide what is and is not important from these exercises, many times the real point of the activity is lost

• ask College of Education and Professional Studies to provide workshops that involve such issues as what makes an effective teacher; faculty that come from disciplines other than education are not trained to teach; we usually just do whatever was done when we were students which doesn’t necessarily work with today’s students

• take students on field trips (maybe even international trips); have someone available to provide information pertaining to the liability issues that faculty might face when they do take a group of students away from campus

• incorporate simulations into classes; find ways to finance such endeavors without students having to pay for these activities out-of-pocket

• working problems and engaging students to help is good way to keep students’ attention

• traditional students should be discouraged from taking online classes; most of the time these students fail; they are not able to work in such an unstructured environment

• realize that students learn differently; try to experiment with different alternatives

• realize the importance of ethical training, particularly due to the fact that young people in today’s world do not necessarily understand what is and is not considered ethical due to their upbringing; faculty need to be cognizant of this and try to incorporate ethical exercises in classes; this is particularly important for international students relative to cultural differences

Student Learning Centered in Co-curricular Activities

• help students to better understand who they are (Myers-Brigg) with assistance from Career Counseling Center so that students can plan an end goal—test early in their college career so that they can decide what major/program better suits their personality and interests; this activity might be accomplished within the CBA 115 Introduction to Business course which is planned as a requirement of all CCBA students beginning Fall 2011

• encourage Career Center to get more involved with students earlier in their stay at JSU

• many faculty are frustrated with the general behavior of students in today’s world; the cell phone era has brought about many challenges that some faculty just aren’t willing to tackle

Student Learning Centered in Technology and Distance Education

• consider “pen” technology where students use a pen (much like a ballpoint pen) that serves as a voice recorder; this technology provides students with assistance with note taking without them having to write every word from the professor

• ask Distance Education staff to work with faculty regarding providing information on innovative techniques available
• faculty might become more involved in webinars made available either through JSU’s Distance Education Department and/or from the internet.

• potential use of remote clickers for student interaction in the classroom (see Appendix A for an example)

• games for the classroom are increasing becoming available (see Appendix B)

The group brought up some very interesting points for discussion and provided some good suggestions for things that might be tried in order to better engage students in their learning activities and thus move toward a learning-centered university.


Appendix B
Experiential Learning of The Efficient Market Hypothesis: Two Trading Games. Andreas Park, Assistant Professor, University of Toronto. Department of Economics, 150 St. George Street, Toronto, ON, M5S 3G7, Canada. Phone: 416-978-4189; Fax: 416-978-6713; Email: andreas.park@utoronto.ca