

## **2013-14 Report**

**Committee:** Student Academic Support Committee (SASC)

**Chair:** Cecilia Saenz-Roby

**Date of last meeting:** April 17, 2014

### **Action Items Completed:**

- Changes to the Admission Application Deadlines: SASC approved new soft deadlines proposed by Eleanor Reynolds, Assistant Vice President for Student Affairs & Director of Admissions.
- Shannon Esselink, Director of Advising Services in the College of Arts and Sciences, presented statistics about courses with high DWFI rates.
- Derek Moreno, Senior Academic Adviser in the First Year Advising Center, discussed advising techniques used in the FYAC office and their effectiveness.
- Dr. Scott Crabill, Interim Vice Provost for Undergraduate Education, discussed the efficacy of Mid-Semester Evaluations (MSE) and discussed the possibility of implementing a more comprehensive Early Alert system.
- Dr. Judy Ableser, Director for the Center for Excellence in Teaching and Learning, shared findings about students on academic probation. Please refer to page 3 for a discussion of future initiatives by Judy Ableser.
- Dr. Susan Awbrey, Senior Associate Provost, discussed the efficacy of newly implemented programs and future initiatives to improve student success and retention.
- Shannon Esselink initiated a discussion about Math placement. Math professors stated that currently only ACT scores are being considered for student placement in Math courses, and that they will re-evaluate the cutoff scores in use. They agreed that ACT scores can be deceiving and, consequently, many unprepared students are placed into MTH062. To combat this issue, a number of instructors offer their own diagnostic test in MTH062 at the beginning of the semester, allowing students to self-assess their preparation for the course, and leading many to enroll in MTH061 instead. Under the current system, an instructor cannot compel a student with a sufficient ACT score to move to a course befitting of his or her actual preparation, and such a change is in the students own discretion.

**Action Items In-progress/Pending:**

- The Student Academic Support Committee will continue to explore ways to improve Gateway courses with high DWFI rates and to provide transfer students with tools and resources for improved student success.

**Respectfully submitted,**

**Cecilia Saenz-Roby**  
**Modern Languages and Literatures**

### SASC Meeting- Wednesday, March 26th

Center for Excellence in Teaching and Learning- CETL- [www.oakland.edu/cetl](http://www.oakland.edu/cetl)

Mission- 1) To improve and support faculty/instructors' teaching and learning at Oakland and meeting the diverse needs of students  
2) To value and recognize excellence in teaching and learning at Oakland

- Focus on Student engagement and student success
- Director- Judy Ableser [ableser@oakland.edu](mailto:ableser@oakland.edu)

#### SET Forum- Students for Exemplary Teaching-

- Meet monthly to hear what students feel are important in the classroom to help them learn.
- I design workshops for faculty based on their input
- Eight themes that they have identified
  1. Focus on learning that is relevant, purposeful, meaningful and meaning making.
  2. Learner-centered active engagement by providing a range of techniques and authentic/real life learning opportunities
  3. Demonstrating respect, fairness and care of learners' development and learning to ensure success.
  4. Creating a community of learners and positive learning environment
  5. Effective communication and organization
  6. Connections, relationships and support.
  7. Content knowledge and passion for subject and teaching
  8. Presentation style/format
- Consistent with Research in the field
  - Ableser, J. (2012) "Exemplary Practices across Educational Contexts (P-20+): Unifying Principles and an Ecological Model for Teaching for All to Learn" *Journal of Teaching and Learning*, v. 8(2), 2012, p.65-75
  - Ableser, J. (2011) "Teaching for all to learn" *Scholarship of Teaching* v.4, n.1 p.22-26
  - Busher, H. (2012) "Students as expert witnesses of teaching and learning" *Management in Education* V26:n.12
  - Chickering, A. & Gamson, Z. (1987) "Seven principles for good practice in undergraduate education" *American Association of Higher Education Bulletin* vol.39 no.7 pp.3-7