

Exciting News: The College has purchased Explorance Blue which will be used to administer online IFSS for postsecondary programs this Fall.

CAE Updates

Dan Rorai, Executive Director, CAE

Faculty Retreat, June 18th, 2019

On June 18th, 125 people gathered at St. Clair Centre for the Arts for the fourth annual Faculty Retreat. Bonnie Stewart, Faculty of Education at the University of Windsor, delivered this year's keynote address entitled Inclusive Pedagogy for Colleges. Ms. Stewart defined the concept of Inclusive Pedagogy and provided excellent information to help participants understand why a percentage of students are excluded or marginalized by existing pedagogical practices and decisions. Ideas and concrete examples of shifting pedagogical thinking and practices to include more students and increase student engagement were shared.

Workshops were available on a wide variety of topics including Indigenization, Faculty Mentoring, Assessment, Yoga, Migrating Courses to Online Environments, Open Educational Resources, Digital Pedagogy, and the Impact of Childhood Trauma on Students. Like every other year, great workshops were complemented by the fantastic food offerings of the St. Clair Centre staff.

A huge thank you goes out to all the workshop presenters, volunteers, photographer and organizers who, year after year, donate their time and energy to make the Faculty Retreat a success. Special recognition goes to Waseem Habash who unfailingly supports the event every year, and most importantly, ensures we can pay the bill! Please follow the link to see some of the photos capturing the event.

<https://www.youtube.com/watch?v=ZPvY8-BzeYE&feature=youtu.be>

The CAE is always interested in hearing workshop ideas and suggestions for keynotes. We know that a great deal of talent exists right here in St. Clair College. If you have a specific expertise you are willing to share, a teaching practice or approach to share, a workshop idea, or a willingness to facilitate discussions on teaching and learning, please contact Stephanie DeFranceschi or Jill Jones. In addition, if you encounter an exceptional presenter or keynote speaker within the broad scope of teaching and learning, we would appreciate hearing about your experience.

Staff Changes

- This fall, James Lapeer returns to the School of Nursing to resume a full-time teaching load. For several years, James has organized and executed wonderful faculty events from workshops to the Faculty Retreat to CEDP. James has been an incredibly valuable team member for the CAE and a great friend. We all wish him great success as he resumes his teaching career. We are very pleased to announce that James has agreed to remain involved with CEDP as a facilitator. Not so easy to get away from us, is it James! Thanks for your amazing dedication and service to the College and its staff.
- The CAE is excited to announce that Stephanie DeFranceschi has accepted the role of Coordinator of CEDP and Professional Development – Teaching and Learning. Stephanie brings a wealth of knowledge and valuable experience in education to the CAE. In addition, she has earned a Masters of Education from the University of Windsor and is currently working on her Doctor of Education at Western. The CAE is thrilled

to have Stephanie join our team. Welcome Stephanie!

- Joy Kemble has stepped away from the CEDP facilitation team to devote more time to her role as Coordinator of the Child and Youth Care Program. Joy is a talented and experienced facilitator who has also generously given her time to help the CAE with workshops and faculty PD. We look forward to more opportunities to work with Joy in the future. Thanks Joy, for your dedicated service!
- The CAE is excited to announce that Neil Pettit, Professor, Border Services has joined the CEDP team as a Learning Team Facilitator. Neil joins St. Clair's team of CEDP Learning Team Facilitators: James Lapeer, Kathy Hansen, and John Freer. Best wishes Neil as you begin this new role. We know you are going to be amazing!

Changing Course Outline Approval Roles in the CAE

A major role of the CAE is to assist faculty with course outline development and approval process. As of Fall 2019, there has been some shifting of course outline responsibilities within the CAE. All other responsibilities remain the same as before. Please note the curriculum coordinator that will service your area in updating and developing course outlines:

Linda Hill – School of Business, School of Community Studies, School of Trades, School of Academic Studies

Jill Jones – School of Media, Art, and Design, School of Engineering, School of Health Sciences

Lindita Prendi – School of Nursing

INSTRUCTIONAL FEEDBACK SURVEY (IFS) PROCESS TO BE AUTOMATED

Laura Lucier

Part of the process of continuous quality improvement requires obtaining feedback from students regarding their experiences. The College is committed to getting regular, standardized feedback through an Instructional Feedback Survey (IFS) process. Students complete surveys each semester, for each class, and each instructor, providing data that can assist with measuring teacher effectiveness on student learning along with information and feedback on course content and delivery. The information obtained is confidential. Instructors can review the feedback to see how students interpret their teaching methods, and make changes to their instruction practices to improve student learning.

In order to make this process more efficient, the College is moving to an electronic system, which will be implemented in Fall 2019. During the survey period, students will be notified through email and Blackboard pop-ups and provided with a link to the surveys for each of their classes. Instructors will be notified electronically when the survey period begins, and have access to a dashboard to monitor the student participation rate for each of their classes. The process will be quicker and more streamlined for students, with a longer window in which to provide feedback. During the survey period, students will be able to access the evaluations at any time, on any device, and can stop and restart if necessary. Faculty can look forward to having online access to results as soon as final grades are submitted. There will also be a positive environmental impact by eliminating tens of thousands of paper surveys, instruction sheets and envelopes.

I look forward to working with you to implement this new system and to ensure that the College continues to gather useful, relevant student feedback that can be used to improve course content and delivery and the overall quality of education. For more information visit:

<https://explorance.com/blog/6-benefits-for-students-in-completing-online-course-evaluations-2/>

or

<https://www.tandfonline.com/doi/full/10.1080/09650792.2018.1426470> or contact the CAE.

CAPSTONE DRIVERS – KNOWING IT'S IMPORTANT WITHOUT KNOWING WHY

Corey Pyne

In order for a KPI survey to be considered valid, students must respond to four capstone questions (knowledge & skills, learning experiences, services, and facilities / resources). Each of those capstone questions have optional sub-questions that help define the scope and context of the capstone question in much the same way EKS statements help explain the CLO in an outline. If students view the sub-questions as equally important, then the average of the ratings of the sub-questions should match the rating of the capstone question. In practice, these values are different enough that we can infer what aspects of students' educational experiences are aligned with their rating on a capstone question using correlation analysis; these aspects are deemed **capstone drivers**. If you were to look at your program's Analytic Tool that is part of your annual review data, you'll find that capstone drivers are part of the process for identifying priorities and strengths of the program. If, for example, your program has a capstone driver checkmark on the Knowledge & Skills Strengths tab for 'develops your ability to work with others', then students who rate this sub-question highly also rate the capstone question highly. We won't know why, but we know it's something the students find important, so we should preserve it in the program. On the flip side, if the checkmark shows up on the Priorities tab, we'll know it's something highly connected to student dissatisfaction, hence requiring investigation and action.

NEWS FROM THE QA FRONT

Lindi Prendi

Cyclical Reviews - Cyclical reviews are a significant component of our quality assurance processes. Slowly they have become part of our institutional culture. Some statistics:

- 2019/2020 academic year: The Cyclical review launch meeting was held on August 26th. There are **16** programs going through cyclical review this academic year.

- 2018/2019 academic year: **13** programs are working on the second cycle of the 5-year cyclical review. The first cycle was completed for the majority of these programs in the 2013/2014 academic year. Out of these programs **5** completed the review in June 2019 while **8** are close to completion of various phases and will soon enter the Final Report and Action Plan stage.

Program Standards - Ministry (MTCU) directed changes include program standards updates. Some statistics:

- New standards are released for:
 - Early Childhood Education
 - Binoojiiingyag Kinoomaadwin - Indigenous Early Childhood Education
 - Computer Systems Technician- Networking
 - Computer Systems Technology- Networking

The new VLOs can be found on the program's website.

Program Charts - Feedback from all our quality assurance processes (Cyclical Review, Annual Review, PAC) often leads to curriculum changes. There were over **50** programs that underwent program chart changes for the 2019/2020 academic year. The new curriculum has been posted on the program's website and the program chart emailed to the academic department.

*Reminder: the deadline for program chart changes for 2019/2020 academic year is **January 5, 2020**.*

Course Outlines - Edits to course outlines are part of our continuous efforts to keep a program's curriculum up to date. Outlines for the new academic year rolled over in April 2019. Edits to course outlines are processed before classes start. After the course has run in the fall, winter or spring semesters, no edits to current version of the outlines will be processed until they rollover for the next academic year.

Reminder: the deadlines for submitting edits to existing outlines or new outlines created as part of new program chart changes are as follows:

- a. Courses offered in Fall 2019 – Due date was May 15, 2019
- b. Courses offered in Winter 2020 – Due date is November 22, 2019
- c. Courses offered in Spring 2020 – Due date is March 30, 2020

Pre/co-requisites – Deciding which courses are designated as pre or co-requisites involves a careful analysis of the program’s curriculum. Connection between pre/co-requisite courses should be obvious either in the course learning outcomes (CLOs) or assessment structure. The intent is to link courses in a way that makes possible for students to meet vocational learning outcomes. If a course is selected as a pre-requisite, it means that students will not be successful in the subsequent course unless they meet the learning outcomes of the pre-requisite course. The same is true for co-requisites. As part of our quality assurance framework, pre/co-requisites are reviewed as part of the Cyclical Review process. However, edits are made outside the cycle as needed. The same deadlines as for course outlines edits apply to pre/co-requisites.

If you have any questions or need to get pre/co-requisites validated, please feel free to contact Lindi.

FACULTY MENTORSHIP PROGRAM

James Lapeer

I am sure we can each relate to how challenging and rewarding the first few years can be as new faculty. St. Clair is fortunate to have a formal Faculty Mentoring Program with Faculty Mentors who dedicate 1-2 hours of time monthly to assist with answering questions, exchanging ideas, providing assistance with locating supportive resources and introductions to our larger St. Clair college community.

Do you know of someone in your area with a natural ability to support others? [Invite them to learn more about our St. Clair College Faculty Mentoring Initiative by clicking here.](#) The Centre for Academic Excellence is seeking Faculty Mentors for the 2019/2020 Academic Year. [Faculty interested in becoming a Peer Mentor - Click Here to Apply](#)

ACADEMIC INTEGRITY REPORT

Jill Jones

Over the 2018/2019 school year, 575 incidents of academic misconduct were recorded in the Academic Integrity Database.

Forty-six percent of the incidents were coded as *plagiarism*; these incidents seem to be a combination of students not citing the ideas they find, as well as copying sentences from the internet to express their opinions. Twenty-eight percent of the incidents were recorded as *cheating* and eleven percent as *unauthorized collaboration*.

Seventy-three percent of the incidents of academic misconduct resulted in a *Mark Deduction Penalty*; and 20 students received a *Failing Grade* as a result of academic misconduct.

While we have made strides in tackling the issue of academic integrity across campus, there is still lots of work to be done. Looking forward to working with you all, to develop strategies to reduce these incidents of misconduct.

QUIZZING STUDENTS ON THEIR PHONES

Franco Iacobacci

There seems to be a common trend in education technology of trying to integrate the use of student’s phones into the classroom. What many of you might not know is that blackboard can let students take quizzes right from the Blackboard app on their phones. Mobile quizzes are quite effective for in class assessments. The mobile quizzes support the following question types: Multiple Choice, True/False, Short Answer, Hot Spot, Fill in Multiple Blanks, Calculated Answer, and a File Response. These quizzes depending on the question type are then automatically marked or appear in the usual needs grading for short answer questions, and grades are automatically added to Grade Center. You can also use these quizzes as a non-graded assessment, just make sure the column in grade center has No selected for Include this Column in Grade Center Calculations. If you have any questions, feel free to drop by one of my sessions and ask questions or send me an email.

ABOVE AND BEYOND CORE VOCATIONAL SKILLS

Linda Hill

Each generation struggles to envision how different the world will be for the next

generation. As faculty, we are training adults to work in occupations that might look a lot different than they did just a few years ago ([Frazee, 2018](#)). Moreover, we’re tasked with the responsibility of preparing students to meet the broader societal, cultural and political issues of a rapidly changing and often unpredictable world. To this end, the Ministry of Training, Colleges, and Universities has mandated the inclusion of three General Education courses in every two- and three-year College Diploma Program ([MTCU, 2009](#)). General Education courses are designed to provide opportunities to consider moral, ethical and historical perspectives that lie beyond a vocational context. General Education Courses are recognized as opportunities to critically consider opinions, values, and beliefs to which students may not have been exposed yet and to develop those transferable skills that support movement between different occupations ([St. Clair Policy 1.6.24](#)). The skills learned in General Education classes can be applied to different subjects and different contexts ([Galt, 2018](#); [Hart Research Associates, 2013](#)) We’re currently reviewing and updating our General Education offerings to ensure that they meet MTCU’s mandate as expressed by the Framework for Programs of Instruction ([2009](#)). Over the past year we have worked with faculty to develop a number of new General Education courses:

- SSC194G Building Cultures and Environments Through Technology**
- SSC205G Community Service and Volunteerism**
- SSC190G Canada Eh**
- SSC165G: How to be Who I Want to Be**
- SSC209G: Eat Well: Be Well**
- SSC169G: Money Matters**
- SSC170G: Solidarity Forever! The Canadian Labour Movement**
- SSC206G Transitioning to Canadian Culture**
- SSC162G #MeToo: Women’s Movements and Beyond**

If you have an idea for a new General Education course, you’re encouraged to contact Linda Hill for assistance and support in developing your idea. Please consult the Ministry’s General Education requirement, which is outlined in the Framework for Programs of Instruction ([2009](#)).

CONTACT US

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