

## Spotlight: The Aquaculture Classroom

Dr. Hugh Hammer, aquaculture instructor at Gadsden State Community College, is doing great things! In December, Dr. Hammer sent a request to the community to save Christmas trees and donate them to the Fisheries Program. With the help of those trees last year, Gadsden State had the first program in the Southeastern United States to spawn a northern fish called yellow perch. Interest is growing in these fish in Alabama due to the high retail prices around the great lakes (\$11-15 per pound for fillets). Farmers depend on Gadsden State for fingerlings and research since there is a 30% longer growing season than in Ohio, Michigan and Wisconsin.



Yellow Perch

On March 2, 2011, Dr. Hammer presented “The Potential for Zebrafish Husbandry Training Courses through Gadsden State Community College” at the Zebrafish Husbandry Workshop in New Orleans, Louisiana. The zebrafish is becoming a popular vertebrae model for biological and medical research with over 250 research laboratories in the US and over 600 research laboratories worldwide using the zebrafish. This fish has

many advantages over traditional laboratory vertebrae models. Gadsden State’s Aquaculture Program, along with Oregon Coast Community College’s Aquarium Science Program, is proposing a joint initiative to integrate zebrafish husbandry into existing aquaculture curricula. The necessary aquaculture knowledge, skills, experience, and training are STEM (Science Technology Engineering & Math) based and overlap with that of zebrafish husbandry technicians. Currently, there are no training centers, standards, or programs for zebrafish technicians in the US, and this alignment of curricula has tremendous potential for the employment of traditional aquaculture students into quality full-time jobs. This new education will attract students into the Aquaculture Program at Gadsden State and also train existing husbandry technicians with a 3-5 day workshop (TBA). This work-shop will blend internet and hands-on learning between the



Zebrafish

two colleges.

# Assessment of the QEP

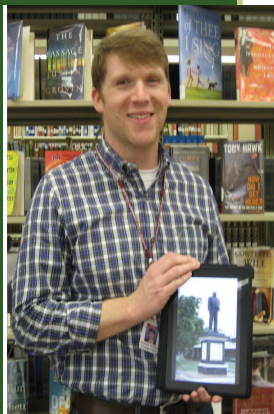
**Faculty** in all disciplines will work towards implementing technology-based activities and/or projects that will prompt students to become engaged learners. Within disciplines, divisions, and programs, instructors will develop rubrics or other means to assess students' ability to (1) **use** specific technology to gain computer competency; (2) **gather and synthesize** information from a variety of electronic sources; and (3) **learn** to communicate their

findings with others.

Additionally, standardized assessment tools including iSkills™ by Educational Testing Services, the Standardized Assessment of Information Literacy Skills (SAILS), and the Community College Survey of Student Engagement (CCSSE) will be administered throughout the five-year period.

A combination of these quantitative and qualitative assessment measures will allow the

College to determine students' abilities as they actively engage in acquiring the basic skills (i.e. computer competency, information literacy, and communication aptitude) necessary for success at four-year institutions and in the work place.



*"..the iPad has streamlined many of the activities that I was already doing."*

## Classroom Technology Corner

*Mr. Derrick Griffey, Social Science Instructor, is using an iPad for some of his classroom presentations. Griffey states, "the iPad has streamlined many of the activities that I was already doing. I have been able to stream media over the internet more effectively, show films that I have been using DVDs for, and I use a few applications that are only available for the iPad." Griffey has been able to link media and films right into his presentations which make the transitions so much smoother. Griffey's other latest use of technology is implementing a 46 laptop mobile computer lab! Each student in class is able to use a laptop for a variety of activities that include, but is not limited to, on-line exams, interactive internet activities with regard to sociology, exploring real-life data and using critical thinking to evaluate that data, and submission of in-class work electronically.*

### Online Instructor Survey February 2011

**What type of instructional technologies do you make use of in your classroom?**

<b>Computer</b>	99	95%
<b>Projector</b>	92	88%
<b>Smartboard</b>	28	27%
<b>Symposium</b>	6	5%
<b>Lecture Capture</b>	19	18%
<b>Classroom Clickers</b>	4	4%
<b>Other</b>	20	19%

## TEC Revival

The QEP Implementation Team says to be on the lookout for new banners and signs on all of Gadsden State's campuses for the Revival of TEC - Technology Engagement across the Curriculum. The Team is also happy to announce the two new QEP/TEC Websites. Please check them out:

Faculty/Staff: <http://www.gadsdenstate.edu/qep/>

Students: <http://www.gadsdenstate.edu/tec/>

# TIPS: What are Student Learning Outcomes?

Student Learning Outcomes are defined as “the knowledge, skills and abilities a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.” Student Learning Outcomes are NOT course objectives. They are indicators of attainment of program level objectives.

TIPS.....

Process for Measuring SLOs

- Create written statements of measurable SLOs
- Choose the evaluation tool

- Set standards for levels of performance on each objective
- Identify observable factors that provide the basis for assessing which level of performance has been achieved
- Set benchmarks
- Evaluate student performance, assemble data, and report results
- Use results to improve student learning

Writing Student Learning Outcomes

- Describe knowledge, skills or attitudes that a student should acquire
- Use active verbs
- Articulate outcomes that describe measurable performance—what a student

CAN do

- Avoid setting targets too low or too high, i.e. 100%

Good versus Great

- Students will know the function of a cell wall v. Students will describe the two most important functions of a cell wall
- Students will be able to recognize the differences in several financial statements v. Students will be able to prepare an income statement, balance sheet and cash flow analysis with 90% accuracy

## Transfer Success

Reports from the four institutions, to which most of our students transfer, show that students who take at least 60 semester credit hours at Gadsden State perform well in upper level classes. Ninety-one to 97% of Gadsden State transfer students earned at least a 2.0 or better at the thirty hour mark. Between 31% and 58% earned at least a 3.0 or better GPA after transferring. Among students who earned 24 to 59 semester hours credit at Gadsden State, between 83% and 93% earned at least a 2.0 GPA and between 29% and 56% earned a 3.0 GPA or higher.

**Stay with us and improve chances for success.**

University	# Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Auburn University	44	90.9%	31.8%
Jacksonville State University	623	95.7%	58.3%
University of Alabama	35	97.1%	40.0%
University of Alabama at Birmingham	49	91.8%	49.0%

## TEC Initiative SLOs and Commitments to Use Technology

How can you make sure these learning outcomes are attained? Incorporate assignments and learning activities that support these outcomes in your classes.

**Document, Document, Document!**

Every one of these learning outcomes can't be incorporated into every class, but an emphasis on use of technology will work at some level almost everywhere.

- Students will be able to **connect** to other students and their instructors via email
- Students will **learn to submit** assignments electronically
- Students will **develop/demonstrate** the **ability to initiate searches** when in need of specific information

- Students will be able to **recognize reliable sources and determine the usefulness** of information gathered using technology resources
- Students will **develop skills that allow them to incorporate a variety of formats to share** information with each other and instructors.

# Building a Culture of Evidence

It's springtime at Gadsden State and that means Planning, Evaluation and Improvement strategies for departments/divisions.

How do you know what students are learning? Are students learning what they need to know to be successful? What will students be able to know, think or do as a result of the learning process? Evidence collected at the course level is aggregated and is independent of individual faculty, campuses, and instructional delivery methods. It is not sufficient to stop with the collection of evidence. Data gathered must be analyzed to determine improvement.

Think about this:

- Faculty are the experts
- It is the responsibility of faculty to ensure that learning outcomes are set, assessed, and the results analyzed and used for program improvement
- Learning artifacts and other evidence must be collected to support assessments
- Identify learning outcomes
- Assess the outcomes
- Don't try to measure everything but do select important outcomes to measure
- Collect evidence of student learning
- Analyze the evidence
- Use the results of analysis to improve student learning



Our next Newsletter Spotlight...



Harold Waddell with Automotive Technology

University	# Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Auburn	74	85.1%	36.5%
Jacksonville State University	564	92.0%	43.3%
University of Alabama	79	83.5%	32.9%
University of Alabama-B'ham	50	90.0%	56.0%
University of Alabama-H'ville	14	93%	29%

Dr. Donna Wood, QEP Director  
 Ms. Christina Isom, QEP Chair, Newsletter Editor  
 Dr. Teresa Rhea, Institutional Effectiveness, Contributor

April 22, 2011  
 Budgets and Plans  
 (USPs and SLOs)  
 due to the  
 Business Office  
 and Institutional  
 Effectiveness

Assessment  
 turns colleges  
 from being  
 teacher-  
 centered to be  
 student- and  
 learning-  
 centered.