



# 2020 Curriculum Alignment Conference

**ALIGNMENT IN ACTION**

## Conference Report



UNIVERSITY OF  
CENTRAL FLORIDA



**CENTRAL FLORIDA  
DISTRICT SCHOOLS**

**CENTRAL FLORIDA REGIONAL  
CURRICULUM ALIGNMENT CONFERENCE**

**FRIDAY, FEBRUARY 21<sup>ST</sup>, 2020  
9:00 AM – 3:00PM**

**DAYTONA STATE COLLEGE  
L. GALE LEMERAND STUDENT CENTER**



## 2020 Curriculum Alignment Conference:

### ALIGNMENT IN ACTION

The Curriculum Alignment Conference was held Friday, February 21st, 2020 at the L. Gale Lemerand Student Center, Daytona State College. Approximately 73 faculty, advisors, and administrators from partner colleges and UCF attended. The theme for this year's conference was "Alignment in Action".

The presentations provided at the conference are included in a PDF file accompanying this report: Final 2020 CA Conference PPT.

The conference featured:

#### WELCOME AND OPENING REMARKS

Dr. Jeff Jones, Vice Provost, UCF Connect and Global Education

Dr. Tom Lobasso, President, Daytona State College

Unfortunately, Dr. Jones was not able to join us but Dr. Pam Cavanaugh, Associate Vice Provost, provided welcome remarks from UCF. Dr. Lobasso welcomed everyone to Daytona State College and provided brief remarks.

#### PANEL PRESENTATION

##### *Evidence of Effectiveness of Curriculum Alignment*

Dr. Amy Locklear, Provost, Daytona State College (Moderator)

Dr. Tommy Minton, Dean of Mathematics, Seminole State College

Dr. Erin Saitta, Assistant Professor of Chemistry, UCF

Mark Duslak, Associate Dean of Students, Lake-Sumter State College

Dr. Mevlut Guvendik, Chair and Professor of Engineering, Eastern Florida State College

Dr. Locklear gave opening remarks and posed three questions to the panel members:

1. For most faculty the primary means of capturing and documenting core competencies is through SLO and PLO data. When engaging in CA work, do you share your own assessment data (results of measurement within each institution)? Does an individual institution's assessment process help or hinder the CA conversation?
  - Comparison of student success rates in courses
  - Guided pathways in mathematics – a positive retention tool
  - Internal alignment of courses
  - Guidance and help when new courses are being developed
  - Continued process improvement – continually reflecting on how we teach and how we can help our students learn better
  - If we are aligned, how do we get the students to perform at the levels we want?

- The Math Department at SSC administers common final exams. However, data from these exams is reviewed internally and has not been shared at CA meetings. The challenge is knowing overall success rates (graduation rates) of these students after they transfer to UCF.
  - LSSC has implemented a cross-divisional completion committee that closely looks at student success data
  - There is need to look at CA data at programmatic levels and tighten up student achievement gaps – transfer vs FTIC.
2. In your specific discipline area or in your campus, please share an example of a positive change in curriculum that resulted from CA work.
- Alignment of the calculus I and II sequence (the early/late transcendentals changes)
  - Better focus on the overall learning outcomes
  - Instructor mentoring and course observations; shared evaluations and assessments
  - Acknowledgement of CA work at the state level (e.g. Math Pathways and the FCS Student Success Center)
  - Focused communications to students based on their majors and course choices
  - Ability to provide focused advising and using a Canvas Webcourse to deliver that advising
  - Creation of better resources to educate students; modules and pre-course information to prepare for courses (e.g. Chemistry I)
  - The awareness of and ability to monitor and see evidence of transfer student success; being more aware of and attending to the needs of transfer students
    - i. Need to closely look at why students are not successful at UCF
  - Interactions amongst faculty members at the CA engineering conversations has influenced faculty teaching perspectives
  - Articulation agreements are being proposed and supported with greater interest and toward better outcomes.
  - The ability to engage in collaborations and engage
  - The opportunity to compare our work at the national level
  - Opportunity to reach out to high schools and share critical curricula information (e.g., in theatre) that would assist with student transition to college
  - Shared curriculum design and revision for ENC1101 & 1102 which has bridged the gaps among colleagues
  - Shared nomenclature/vocabulary (ENC1101 & 1102) on the way faculty describe things
  - Common Rubric in Speech
  - Need to closely look at how students perform in certain outcomes and publish/share these results
3. As a leader in CA, you have to convince others to do the work involved. Please share your approach in talking to faculty and advisors about the importance of this work. How do you convince them it's worth the effort?

- We need to show them what we've done, but also seek out support from the administration and the executive administrators.
  - i. Need to emphasize on big wins
- Provide information and examples about the fact that we can make changes for the better
- Provide space for the conversations about curriculum alignment
- Reaffirm, continually, that this work is about student success
- Finding common motivation and identifying common area for action.
- Meeting to look at all the data and putting ourselves as faculty in vulnerable positions to allow for collegial discussions about student success

## **FACILITATED DISCUSSIONS**

### ***Challenges of Curriculum Alignment***

Dr. Amy Locklear, Provost, Daytona State College (Moderator)

Dr. Locklear continued a facilitated discussion with all of the conference participants with a focus on the challenges of curriculum alignment. As it was observed that the panel had a particular STEM leaning, the audience was encouraged to share feedback about opportunities/successes as well as challenges.

The feedback and conversations that were shared included the following:

#### **Opportunities/Successes:**

- Students should know that the state colleges' faculty are working on curriculum with UCF's faculty
- As a benefit to students, faculty's engagement in curriculum alignment helps those faculty make connection in their course to subsequent courses and opportunities.
- How do we have conversations about methods that work or do not work? What do we value in our discipline and what are the corresponding competencies for each value?

#### **Challenges:**

- We need to better understand why students aren't successful at UCF, even though we have achieved alignment and are making active efforts in support of student success.
- How are students performing on the course outcomes as they are published in the course's syllabus?
- Academic freedom and how this may be a challenge or barrier to curriculum alignment
  - Entrenched habits
- A concern about not wanting the work of curriculum alignment to dictate how a course must be taught, we need to ensure we are celebrating the unique aspects the individual instruction brings to the effort.
  - Fear of having a cookie cutter curriculum/standardization and fear of being told "I am doing it wrong"

- Concern about misrepresentation of data: we need to not only use grade distributions as proof of (or lack of) success.
- We need to ensure that the information about and successes of curriculum alignment are known by our chief academic officers.
- Part time faculty not knowing the learning outcomes agreed upon by curriculum alignment participants

## **DATA PRESENTATION AND Q&A**

### ***Course Sequence Performance Dashboard***

Dr. Teresa Dorman, Associate Dean College of Sciences, UCF

Dr. Dorman shared information and screenshots (though the actual website chose to be down at the exact time of the presentation) to share a preview of a new, interactive dashboard that was under development at UCF. This dashboard uses the course sequence data reports as a baseline to share data that compare success rates (displayed as grades) in target (requisite) courses at UCF compared to the prerequisite courses completed at any institution. Once it is finalized, this dashboard will be shared with all of the partner colleges on the DirectConnect partner college dashboard.

## **SPRING 2019 CA FACILITATED ACTIVITY REPORT**

### ***Addressing Skill Gaps through Curriculum Alignment***

Dr. Harrison Oonge, Assistant Dean College of Undergraduate Studies, UCF

Dr. Oonge presented on Addressing Skill Gaps through Curriculum Alignment

This presentation featured the previous year's conference report. This report is included in the PDF file accompanying this report.

## **DISCIPLINE BREAK-OUTS and REPORT OUT**

### ***Addressing Skill Gaps through Curriculum Alignment***

Dr. Harrison Oonge, Assistant Dean College of Undergraduate Studies, UCF

Dr. Cheryl Robinson, Director Curriculum and Instruction, Valencia College

Based on Dr. Oonge's presentation, participants were broken into discipline groups to discuss:

Two reflection prompts:

1. What is missing from the skill sets information?
2. What are the five key topics or burning issues with respect to student mastery of content within your discipline?

Two action/next step prompts:

1. Addressing Skill Gaps: What can we do through alignment efforts to bridge the skill gaps?
2. In General: What should be the next steps within your discipline to further the curriculum alignment work?

And finally, a prompt which asked about the 2021 Curriculum Alignment conference and three suggestions of topics that participants would like to learn, hear, or present about.

Each discipline group reported out on the reflection and next step prompts. Notes of these report outs are available in [Appendix 1](#) of this conference report.

The following, additional observations were recorded during the 2020 conference:

- Getting engaged, getting involved – How do you get your faculty engaged? What are your success stories here? What actually did you do, did you observe to get your faculty more engaged? Collect stories and information about the engagement your our faculty and advisors.
- Continue the focus (if not focus more) on math, as it is applicable to multiple areas.
- Next Conference:
  - Presentation topic, next year: the person who did the study on when students should take math.
  - Allow more time for participants with their/a discipline
  - Provide discipline-specific breakouts, possibly to eliminate the individual CA meetings that occur in the spring.
- Bring faculty into the discussion about the most difficult transfer problems (discipline specific)
- Math not only for the undergraduate pathway, but also think about math in preparation for graduate programs

## **CLOSING REMARKS**

Dr. Amy Locklear, Provost, Daytona State College

Dr. Locklear highlighted ways in which Florida is ahead of the game with regard to transfer student success: full transfer of GEP, Statewide Course Numbering System, 2+2 statewide transfer agreement, and the reverse transfer policy. Dr. Locklear observed the need for more AS to BS that allow for block transfer of credits. In her remarks she also underscored the role of curriculum alignment in successful transfer.

The conference adjourned at 3:00pm.



# 2020 Curriculum Alignment Conference:

## ALIGNMENT IN ACTION

**FRIDAY, FEBRUARY 21, 2020**

DAYTONA STATE COLLEGE - L. GALE LEMERAND STUDENT CENTER  
1200 W. INTERNATIONAL SPEEDWAY BOULEVARD • DAYTONA BEACH, FL



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## Agenda:

- |            |  |
|------------|--|
| 8 a.m.     | <b>REGISTRATION AND CONTINENTAL BREAKFAST</b>  |
| 9:00 a.m.  | <b>WELCOME AND OPENING REMARKS</b><br><i>Dr. Jeff Jones</i> , Vice Provost, UCF Connect and Global Education<br><i>Dr. Tom Lobasso</i> , President, Daytona State College  |
| 9:20 a.m.  | <b>PANEL PRESENTATION: EVIDENCE OF EFFECTIVENESS OF CURRICULUM ALIGNMENT WORK</b><br><i>Dr. Amy Locklear</i> , Vice President Academic Affairs, Daytona State College (Moderator)<br><b>PANEL:</b><br><i>Dr. Tommy Minton</i> , Seminole State College<br><i>Dr. Erin Saitta</i> , UCF<br><i>Mark Duslak</i> , Lake-Sumter State College<br><i>Dr. Mevlut Guvendik</i> , Eastern Florida State College |
| 10:15 a.m. | <b>FACILITATED DISCUSSIONS: CHALLENGES OF CURRICULUM ALIGNMENT</b><br><i>Dr. Amy Locklear</i> , Vice President Academic Affairs, Daytona State College (Moderator)   |
| 11:15 a.m. | <b>BREAK</b>   |
| 11:30 a.m. | <b>DATA PRESENTATION AND Q&amp;A</b><br><i>Dr. Teresa Dorman</i>   |
| Noon       | <b>LUNCH</b>   |
| 1:00 p.m.  | <b>SPRING 2019 CA FACILITATED ACTIVITY REPORT</b><br><i>Dr. Harrison Oonge</i>   |
| 1:20 p.m.  | <b>DISCIPLINE BREAK-OUTS</b><br><i>Dr. Harrison Oonge/Dr. Cheryl Robinson</i>  |
| 2:20 p.m.  | <b>REPORT OUT</b>  |



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# 2020 Curriculum Alignment Conference:

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Friday, February 21, 2020  
Daytona State College  
L. Gale Lemerand Student Center  
9:00am – 3:00pm





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# 2020 Curriculum Alignment Conference:

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# WELCOME

**Dr. Thomas LoBasso**

*President, Daytona State College*

**Dr. Jeff Jones**

*Vice Provost, University of Central Florida  
Connect*



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## EVIDENCE OF EFFECTIVENESS OF CURRICULUM ALIGNMENT

**Dr. Amy Locklear**  
*Provost*  
*Daytona State College*



Dr. Mevlut Guvendik,  
Professor & Chair,  
Department of  
Engineering-Science,  
EFSC-Cocoa Campus



Dr. Tommy Minton, Dean  
of Mathematics, Seminole  
State College



Mark Duslak, M.Ed.  
Associate Dean of  
Students, Lake-Sumter  
State College



Dr. Erin Saitta, Assistant  
Professor, Chemistry  
Department, UCF



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# 2019 Curriculum Alignment Conference:

**MULTIDISCIPLINARY APPROACHES TO  
STUDENT SUCCESS**

## COURSE SEQUENCE PERFORMANCE DASHBOARD

**Dr. Teresa Dorman**

*Associate Dean, College of Sciences  
University of Central Florida*



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# 2020 Curriculum Alignment Conference:

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## ADDRESSING SKILL GAPS THROUGH CURRICULUM ALIGNMENT

Harrison Oonge (*UCF*) and  
Cheryl Robinson (*Valencia College*)



# Addressing Skill Gaps Through Curriculum Alignment

1:00 PM – 1:20 PM

Report on Skill Gaps and Suggested  
Solutions

1:20 PM – 2:20 PM

Break Out Discussions



# Report On Skill Gaps from Last Year's Conference

- Tasks/Prompts Addressed
  - What are your students' strongest skills coming into the class or acquiring during the class?
  - What skills do you students need, but are not acquired prior to or during the course?
  - How might students improve their skills, who's impacted, and what are solutions?



<p>Integration</p>	<p>How can students <b>make and establish connections</b> between concepts and applications (ideas/research; prerequisite/requisite knowledge) and academic journey (HS/College; College/Life; Courses/Career)?</p>	<ul style="list-style-type: none"> <li>• Offer and refer to career counseling</li> </ul>
<p>Critical Thinking Skills</p>	<p>How might students gain/ improve <b>ability to think critically</b>; to <b>develop/ use problem solving skills</b>; to ask <b>thoughtful questions</b></p>	<ul style="list-style-type: none"> <li>• Establish <b>problem solving steps, explaining</b> what you want the student to do, <b>showing examples; provide format and guidelines for study groups/ group work</b>;</li> <li>• <b>introduce and apply concepts early in a students academic career</b>;</li> <li>• consistently incorporate techniques into lessons and assignments</li> </ul>



<h1>Self Awareness</h1>	<p>How can students <b>improve self-awareness</b> (confidence, personal accountability, responsibility, and maturity)?</p>	<ul style="list-style-type: none"> <li>• <b>Faculty and peer mentoring</b> as well as faculty and advisor collaboration programs for students, <b>introduce and reinforce discipline-specific content across curriculum</b>, allow student to resubmit failed assignments for additional feedback, <b>internship, practicum, co-op, job shadowing experiences</b>, and holding students accountable for their own actions.</li> </ul>
<h1>Study Skills</h1>	<p>How might students gain/ improve study skills; apply content from one course to another; course organization; or manage test anxiety?</p>	<ul style="list-style-type: none"> <li>• <b>Develop and use modules that teach techniques and applications of desired skills</b>, and hold student accountable in the review and use of skills;</li> <li>• Cover topic in an <b>academic skills course</b>;</li> <li>• Make <b>open-source materials available to review/master deficient skills</b></li> <li>• Create opportunities for a student to reach out to manage test anxiety</li> </ul>

<h2>Support Services</h2>	<p>How do we make sure students find/use services to support their education?</p>	<ul style="list-style-type: none"> <li>• <b>Change the vocabulary around the resources to remove any stigma</b>, refer to resources with a <b>common language/</b> message (refer to resource as "opportunity" opposed to "help")</li> <li>• Increase visibility of resources</li> </ul>
<h2>Writing Skills</h2>	<p>How might students gain/improve their writing skills, assessment of their own writing?</p>	<ul style="list-style-type: none"> <li>• Refer students to writing centers/tutoring,</li> <li>• Incorporate essays/ technical reports into curriculum</li> <li>• <b>Develop writing collaborations across academic disciplines, cover writing in an academic skills course</b>, and</li> <li>• Faculty development/ training on how to teach writing skills.</li> </ul>

<h2>Mathematics Skills</h2>	<p>How might students improve computational skills; master prerequisite math knowledge for advanced/life science; graphing and calculations with or without a calculator?</p>	<ul style="list-style-type: none"> <li>• Collaboration between disciplines to develop math and science problems/applications relevant to the academic discipline;</li> <li>• Offer and refer to tutoring</li> </ul>
<h2>Reading Skills</h2>	<p>How might students gain/improve reading skills, including analysis and interpretation of materials?</p>	<ul style="list-style-type: none"> <li>• English/Composition course focus on identification and decoding content; offer and refer to tutoring;</li> <li>• Collaboration between disciplines with “reading across the disciplines”;</li> <li>• Peer to peer reading including group exercises</li> </ul>

## Chemistry

- Reading statements and representing the given information in a math/chemical format (i.e. an equation)
- Correlation vs Causation application

## Physics

- Computation Math Skills

## Engineering

- Understanding and using abstractions/theory – Computer Science
- Physics and trigonometry skills

## Accounting

- Mathematics prerequisite skills

## Biology

- Math skills for life sciences
- Lab reporting and writing
- Getting students to take on language/biological terms

## Mathematics

- Working with fractions
- Graphing skills
- Solving word problems
- Formulating deep-inquiry oriented questions
- Understanding patterns in problem solving
- Abstract reasoning
- Applying soft skills learned in general education to specific STEM courses
- Mathematics presentation skills
- Hand and mental computation skills
- Identifying trends

# What is Working

Faculty  
Professional  
Development

Hands on activities  
and projects

Interdepartmental  
collaboration /  
Interdisciplinary  
collaboration

Having students  
work in teams

Use of Technology

# Example: Chemistry

- Six chemistry faculty members
- Identified five top areas/concepts students struggle with in CHM2045 based on ACS exam
- Created remediation modules
- This work is in progress

The screenshot displays the Canvas LMS interface for a course at Valencia-UCF. The left sidebar contains navigation links: Home, Account, Dashboard, Courses, Calendar, Inbox, Commons, and Help. The main content area shows the 'Modules' section for the course. A specific module titled 'Review for ACS Exam' is expanded, showing a list of items. Each item has a status indicator (green checkmark) and a three-dot menu icon.

Item	Status
Directions	✓
Thermochemical Stoichiometry Introduction	✓
Thermochemical Stoichiometry Pre-Quiz (1 pts)	✓
Thermochemical Stoichiometry Overview	✓
Thermochemical Stoichiometry Worksheet	✓
Thermochemical Stoichiometry Worksheet.pdf	✓
Answers for Worksheet Questions.pdf	✓
Thermochemical Stoichiometry Post-Quiz (1 pts)	✓
Solution Stoichiometry Introduction	✓
Molarity Pre-Quiz (1 pts)	✓
Molarity Video 1	✓
Molarity Video 2	✓

# Example: Accounting

- Dr. Jeffrey Reinking



# Academic Resources for Transfer

- Pre-recorded videos of UCF/DC faculty talking about STEM
  - What to expect in a given major
  - What to be excited about upon transfer
  - Talking about their projects and how transfer students should be involved in mentored research
- Student testimonials
  - How did you prepare for transition
  - What to do in the first year
- STEM Competencies
  - Calculus readiness
  - Review and preparation

# Discipline Breakouts 1:20 PM – 2:20 PM

- Mathematics - **Room**
- Physics - **Room**
- Engineering - **Room**
- Chemistry - **Room**
- Composition -**Room**
- Biology - **Room**
- Speech - **Room**
- Theatre – **Room**
- Accounting - **Room**



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# UPCOMING CURRICULUM ALIGNMENT MEETINGS

**THEATER**  
**March 27<sup>th</sup>, 2020**  
**10 AM – 1 PM**  
**(Working Lunch)**  
UCF-Partnership II,  
Room 208

**COMPOSITION**  
**April 3<sup>rd</sup>, 2020**  
**12 PM – 4 PM**  
Daytona State  
College

**MATHEMATICS**  
**ENGINEERING**  
**PHYSICS**  
**April 10<sup>th</sup>, 2020**  
**10 AM – 2 PM**  
College of Central  
Florida

**ACCOUNTING**  
**April 17, 2020**  
**9:30 AM – 11 AM**  
School of Public  
Safety – Valencia  
College



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## CLOSING REMARKS

**Dr. Amy Locklear**  
*Provost*  
*Daytona State College*

## APPENDIX 1: Disciplinary Breakouts Reflection

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### Composition I & II

What is missing from the skill sets information?

- Relation to identity (writing to identity, cultural background, etc.)
- Varied Literatures
- Variability for students despite consistency of articulation

What are **the five key topics or burning issues** with respect to student mastery of content within your discipline?

- Decrease in education reform
- Support for diverse students
- Relation to Mastery
- Preparation for writing with voice/control/authority

### 2021 Conference

Suggest top 3 topics you want to learn/hear/present about for the 2021 Curriculum Alignment Conference?

- How to ethically engage adjuncts
- Launching and collecting our faculty survey (CA Team)
- Cross institutional Studies/Institutions

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### Biology

What is missing from the skill sets information?

- Time Management Skills
- Study Skills
- Making own study guide
- Proper behavior in class (On-Time, Stay for duration of class, No Texting)
- Chemistry skills

What are the **five key topics or burning issues** with respect to student mastery of content within your discipline?

- Chemistry
- Genetics
- Cellular Response/ Photosynthesis
- Metabolism

### Action/Next Steps

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- Flip Classroom
- Online Quiz for learning terms/ simple

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- We are aligned Share teaching tips
- Design Boot-Camp and readiness assessment

### **2021 Conference**

Suggest top 3 topics you want to learn/hear/present about for the 2021 Curriculum Alignment Conference?

- Advising (How to improve accuracy)
- How to improve (Adjuncts and Administration)

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### **Physics**

What are the **five key topics or burning issues** with respect to student mastery of content within your discipline?

- Course learning outcomes: Base study guides and exams on CLO's

### **Action/Next Steps**

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- To elevate, do we want to identify specific topics for exams?

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- Rewrite outline of covered topics as specific goals or learning outcomes
- XO53 & XO54 - Learning goals for MCAT

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### **Chemistry**

What is missing from the skill sets information?

- Lecture Discussion/ PowerPoint Aleks tutorials
- Study skills to use their time appropriately/ Time management
- Problem solving assignments in class- cut it short

What are the **five key topics or burning issues** with respect to student mastery of content within your discipline?

- Combustion Analysis- 2mol HVSL
- Can't calculate O directly
- Advanced stoichiometry
- Brains are full at the end of the semester

### **Action/Next Steps**

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- Recall of Microsoft applications- excel graphics etc.
- UCF redoing topics alignment for CHM2045/46 LAB ARGO 1/2

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- Combustion module would be nice to develop at next meeting
- Spread out to adjuncts/administrators

## 2021 Conference

Suggest top 3 topics you want to learn/hear/present about for the 2021 Curriculum Alignment Conference?

- FL high school math skills vs our math skills

## Speech/Communication

What is missing from the skill sets information?

- Anxiety Management

What are the **five key topics or burning issues** with respect to student mastery of content within your discipline?

- Anxiety

## Action/Next Steps

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- Already addressing

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- Continue collaboration at FCA – OER and service learning
- Rewrite outline of covered topics as specific goals or learning outcomes

## Accounting

What is missing from the skill sets information?

- Study Habits
- Conceptualization
- No intro to business
- Search capabilities -Research

What are the **five key topics or burning issues** with respect to student mastery of content within your discipline?

- Accounting Cycle (Process)
- Use the info to be able forecast and make decisions
- Long term learning retention

## Action/Next Steps

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- SLS 100 - Studying skills, research
- Exam review- study activities, payoffs and how to solve problems

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- Boot-Camps
- How do we keep the accounting cycle “alive” throughout the semester?

Rewrite outline of covered topics as specific goals or learning outcomes

### **2021 Conference**

Suggest top 3 topics you want to learn/hear/present about for the 2021 Curriculum Alignment Conference?

- Long term measurement
- More data results and how (not legible). Use the results to measure success. Big Picture

## **Mathematics**

What are **the five key topics or burning issues** with respect to student mastery of content within your discipline?

- Arithmetic, Fractions, Basic Skill
- Studying
- Motivation
- Read the Text
- Writing (In context of discipline)
- Using what they have learned in other classes
- (How to write from composition interdisciplinary)

### **Action/Next Steps**

**Addressing Skill Gaps:** what can we do through alignment efforts to bridge the skill gaps?

- We can model the writing process for them in conclusion
- Interacting with other fields on our common value of critical thinking
- Address reading in the discipline strategies
- Teaching/addressing how to be resourceful

**In General:** What should be your next steps within your discipline to further the curriculum alignment work?

- Text book/ resource conversation/ exploration including k-12 faculty, OER
- Address reading/writing skills in communicating math
- Rewrite outline of covered topics as specific goals or learning outcomes

### **2021 Conference**

Suggest top 3 topics you want to learn/hear/present about for the 2021 Curriculum Alignment Conference?

- Textbook reading expectations across Disciplines
- Teaching/learning resources (Are we going OER? Digital?)