

Student Affairs Committee (SAC) End of the Year Report

Chair(s): Eric Pilchar (Fall), Patti Devlin (Spring)

Faculty/ Staff Members: Ed Janak, Dave McMurray, Vicki Dagostino, Melissa Spann,, Lenna Black

Student Members (Spring Semester): Cameo Wilson, Chelsea Neff

Fall semester's activities centered around developing, distributing, and analyzing a student survey distributed to current UG and G students. Survey questions included:

Q1: What social events might you want to see hosted by the JHCOE? How might the JHCOE best accomplish that? (provide examples). Please be as specific as possible.

Q2: What needs do you have as a student in the JHCOE?

Q3: Are you interested in being a part of a professional meet-up bringing teachers, students, and faculty together?

Q4: If you are interested in building your resume/CV in the realm of service learning, what kind of projects would be helpful?

Q5: What professional development do you want/need? For example: understanding & working with culturally diverse students and/or students with diverse abilities; classroom management, etc.

See attached G and UG survey results and specific comments. Since there was an overall student request for assistance in a) resume/CV/cover letter prep, b) interaction with administrators about what they are looking for in a teacher they hire, and c) the opportunity to do mock interviews, the SAC decided to concentrate on these aspects spring semester.

Spring semester's activities centered on hosting a career development event. On 4/1 the SAC hosted a Resume and Interview Skills Workshop (see attached flier). This presentation was led by UT's Career Services with the inclusion of prior administrators to answer specific hiring questions. There were approximately 8-10 students who attended the event, however those present were very engaged. An additional SAC activity included helping with Ed Camp that was held on Saturday, 3/16.

Recommendations for the 2019-20 year:

Student surveys indicated the following:

- Inclusion/addition of a mental health workshop
- Continuation of a career workshop focusing on interview skills
- APA Workshop to include both UG and G students
- Desire for more instruction regarding classroom management
- Interest in a professional meet-up bringing teachers, students, and faculty together

SAC Survey Results – Undergraduate

Q1: What social events might you want to see hosted by the JHCOE? How might the JHCOE best accomplish that? (Provide examples). Please be as specific as possible. (67/79)

- Service Oriented
 - Volunteer (tutoring at the library)
 - Community involvement and interaction
 - Charity (donation events – field day)
- Career Related
 - Networking for future job opportunities and teacher resources/support
 - How to prep for “life after college” – interview and hiring processes
 - Panels/Forum/interaction with “real” teachers
 - Mock interview seminar
 - Professional teacher/student organization
 - Resume panel/workshop
 - Seminar with school district representatives
 - Speakers from specific areas within COE – SLP for example
 - Test workshops
 - Seminar/workshop with graduate school/professors – insight into masters work
 - Study groups
 - MORE PD, Q&A
- Social Opportunities
 - All groups & sub-groups of COE: content areas, middle level, special ed, **with faculty/staff, AYA certification, multicultural, women of color, grad students
 - Interaction with “real” teachers
 - Suggested types: bbq, dinner or brunch, anything with food ☺
 - More professor – student events

Q2: What needs do you have as a student in the JHCOE? (65/79)

- Communication
 - Clarity of processes
 - Knowledge of specifically what classes are needed
 - Opportunities to apply knowledge outside of class
 - Easier way to connect with students in my section/classes
 - Better/more information about the sequence of my program
 - Information of the tests needed for the program
 - More information about what is going on in the college
 - More/better information about resources available
- Support/Assistance
 - Strong and available advisors
 - Staff that gives personal support (focuses on my needs and successes)
 - Prep/advising for after graduation
 - More professional development opportunities
 - General guidance – questions about pursuit of a degree in education
 - Better access to individualized tutoring
 - Classes on how to prepare a lesson plan
 - APA workshops

- More opportunities for hands-on, opportunities to observe in the classroom during the first few semesters
- Financial support for the praxis, and paying for school
- Logistics
 - Convenient locations to work and study
 - More class times offered for pre-professional and other courses that are required
 - Access to tutor/mentor programs & extra volunteer opportunities

Q3: Are you interested in being a part of a professional meet-up bringing teachers, students, and faculty together? (48/49) ** Interesting note: Many of the students who responded that they were not interested still noted the kinds of professional development they'd like to see provided ☺

Yes – 53% (42/79) No response – 6% (5/79)

No – 41% (32/79)

Q4: If you are interested in building your resume/CV in the realm of service learning, what kind of projects would be helpful? (66/79)

- Information/Instruction
 - Resumes and CVs (what should/shouldn't be included)
 - Opportunity to learn ASL and/or braille
 - Building resume activity
 - Interviews with schools to know what they are looking for
 - Workshops on a variety of topics
 - Teacher panels
 - Instruction on Google Docs
- Application/Hand's On
 - Opportunities with educators in the field (presenting, tutoring, interaction/dialogue)
 - Volunteering in schools (maybe some to held on UT's campus?)
 - Community service projects
 - Tutoring/small groups instruction
 - More placement opportunities and interactions with teachers and students
 - Field projects
 - Summer camps for kids
 - Working with special needs
 - Working with students who have service dogs

Q5: What professional development do you want/need? For example: understanding & working with culturally diverse students and/or students with diverse abilities; classroom management, etc. (73/79)

- Working with a variety of students
 - Culturally diverse
 - English language learners
 - Special needs/disabilities
 - Different learning needs
 - Urban youth
- Understanding and preparing for the hiring process
- Resume/CR workshops
- Classroom management (Including first day/week of school – setting the ground rules etc.)

- Assessments – variety of types and how to use them
- Professional development that provides skills components – not just knowledge/theory
- Lesson planning workshop
- Preparation for the first year of teaching – prepping lessons plans/curriculum for the whole year
- Learning how teachers talk with and work with parents/guardians
- Time management as a teacher; curriculum planning for the whole year
- Mental health in the classroom

The following students expressed interested in being on the SAC committee:

Chelsey Neff chelsey.neff@rockets.utoledo.edu

Lauren Hitt hittgirl98@hotmail.com

Jasmine Hamilton jasmine.hamilton3@rockets.utoledo.edu

Madelyn Eye meye@rockets.utoledo.edu

Elizabeth Swarthout elizabethswarthout@rockets.utoledo.edu

Hannah Verdugo hannah.verdugo@rockets.utoledo.edu

Alexa Johnston alexa.johnston.@rockets.utoledo.edu

Kellie Collamer Cell: 937.776.1481

Devon Sigler devon.sigler@rockets.utoledo.edu

Alexandra Ries alexries2021@gmail.com

Ethan Jessing ethan.jessing@rockets.utoledo.edu

Ellie Shinkle ellie.shinkle@rockets.utoledo.edu

Anna Goeb anna.goeb@rockets.utoledo.edu

SAC Survey Results - Graduate

Q1: What social events might you want to see hosted by the JHCOE? How might the JHCOE best accomplish that? (provide examples). Please be as specific as possible. (43/49)

- Service Oriented
 - Volunteer
 - Philanthropic events
 - Community outreach
- Career Related
 - Networking for future job opportunities and teacher resources/support
 - Prepping for PD opportunities (how-to for posters)
 - How to prep for “life after college” – interview and hiring processes
 - Forum to discuss field experiences
 - Lesson plan swaps and workshops
 - Forum with “real” teachers
 - Visiting scholars
 - Workshops on valuable/necessary topics
 - Mock interview seminar
 - Mentor program with current teachers
- Social Opportunities
 - All groups & sub-groups of COE: content areas, middle level, special ed, **with faculty/staff, AYA certification, multicultural, women of color, grad students
 - Interaction with “real” teachers
 - Location & time (not on 3rd floor/front door/outside)
 - Suggested types: dances, bowling, bonfire, give-aways, trivia night

Q2: What needs do you have as a student in the JHCOE? (42/49)

- Communication
 - Clarity of processes
 - Regarding praxis (** music)
 - Knowledge of specifically what classes are needed
 - Notification when classes are added/dropped/no longer available
 - Opportunities to apply knowledge outside of class
 - Knowledge about student teaching/expectations
 - Info about multicultural organizations
- Support/Assistance
 - Access to grant funds for those who are trying to study and work full time/financial assistance
 - More info about accommodations for those with disabilities (gender neutral bathrooms)
 - Strong and available advisors
 - Sense of community/want to feel connected
 - Staff that gives personal support (focuses on my needs and successes)
 - Prep/advising for after graduation
 - More professional development opportunities
 - Instruction on the writing process
 - How-to for grant writing – to pay for dissertation
 - More networking/interaction with faculty members of color in the COE
 - General guidance – questions about pursuit of a degree in education

- Cohesive repository of forms
- Logistics
 - Integrated curriculum (ed tech, higher ed compliance, leadership, etc)
 - Greater focus on special ed in general ed classes
 - Convenient locations to work and study
 - Better scheduling for student teaching
 - More evening classes to open up time for going to field placements

Q3: Are you interested in being a part of a professional meet-up bringing teachers, students, and faculty together? (48/49) ** Interesting comment: we asked for contacts info – defeats purpose of anonymous survey and won't all meet-ups be made available for all students?

Yes – 70.83% (34/48)

No – 29.17% (14/48)

Q4: If you are interested in building your resume/CV in the realm of service learning, what kind of projects would be helpful? (36/49)

- Information/Instruction
 - ETPT classes
 - Resumes (what should/shouldn't be included)
 - Info from principals/school districts with regard to what they are looking for/want - ** presented early in the COE program (freshman or sophomore year)
 - Practical/ "useable" projects – tools and materials to be used in teaching
 - Integration of projects/study between internal/external stakeholders (ET students working with colleges, departments, programs & outside COE curriculum)
 - Shadowing/mentoring opportunities
 - Lesson planning "parties"
 - ESL instruction
 - Funding for study abroad
 - CPR & first aid training
- Application/Hand's On
 - Music/art projects
 - Teaching writing/research skills (to help UT students or local high schools)
 - Opportunities with educators in the field (presenting, tutoring, interaction/dialogue)
 - Volunteering in schools (maybe some to held on UT's campus?)
 - Community service projects
 - Special ed projects
 - Leadership projects
 - Tutoring/small groups instruction
 - International opportunities/cross-cultural experiences (local, not abroad)

Q5: What professional development do you want/need? For example: understanding & working with culturally diverse students and/or students with diverse abilities; classroom management, etc. (42/49)

- Working with a variety of students
 - Culturally diverse
 - English language learners
 - Special needs/disabilities

- Different learning needs
 - Urban youth
- Understanding and preparing for the hiring process
- Resume/CR workshops
- PD for building confidence for public speaking
- Classroom management
- Assessments – variety of types and how to use them
- Professional development that provides skills components – not just knowledge/theory
- Lesson planning workshop
- Dissertation – organizing and writing
- How to use Endnote
- Preparation for the first year of teaching – prepping lessons plans/curriculum for the whole year
- Seminar/forum/workshop for professional writing/publication (**opportunities to work with professors for publication)
- Preparation for field experience

Attention Future Education Professionals:

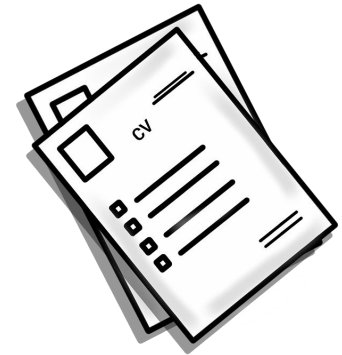
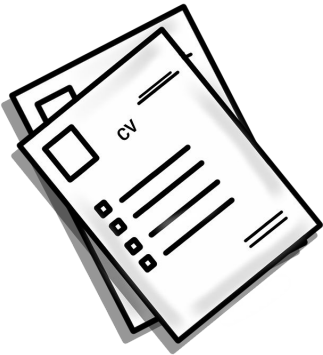
by
popular
demand!

got work?

Resume and Interview Skills

Workshop

Presented by JHCoE Student Affairs Committee



Refreshments
provided!

When: Monday, April 1, 4:15 -5:45 pm.

Where: GH4700

