

Minutes

FYE/Academic Success Department Meeting
January 7, 2013 at 5-7 p.m. in Q-128

	Present	Absent	Excused		Present	Absent	Excused
<u>Administration</u>				<u>Adjunct Faculty</u>			
Eileen DeLuca	X			Joyce Dye	X		
				Rhonda McLymont	X		
<u>Faculty</u>	X			Marcus Jenkins	X		
Martin Tawil	X			Cindy Ewald	X		
Mike Nisson	X			Michael Granata	X		
Kathy Clark	X						
Mary Vaughn	X						
Freida Miller	X						
Cindy Campbell	X						
Rebecca Gubitti	X			<u>Guests</u>			
Whitney Rhyne	X			Dobin Anderson	X		

- I. Dr. DeLuca welcomed the participants and provided an overview of the agenda. She also asked faculty to encourage students to answer the “Career Interest” survey that will be sent out in the first few weeks of the spring semester.

- II. Dr. Tawil reviewed the updated syllabus and the revised assignment guidelines.
 - a. Critical Thinking Journal Assignment (streamlined from 10 to 7 topics by the faculty through the QEP Curriculum Committee in fall 2012).
 - b. The Edison GPS Assignment (formerly the “Passport” Assignment, updated guidelines and rubric were developed by the faculty in December 2012).
 - c. The Group Project Assignment (updated guidelines and rubric were developed by the faculty in December 2012).

Updated syllabi templates are available on the document manager. To access, you must log in to the Portal. On your Portal Homepage click on the “Document Manager” tab in the upper left-hand corner of the screen. To locate the SLS syllabi, you must open the VP Academic Affairs folder, then the SYLLABI 2012-2013 folder, then the COLLEGE AND CAREER READINESS folder, and finally the FYE and Academic Success folder.

- III. The faculty discussed the grading weights and late work. Faculty shared ideas about deducting points for late work. Dr. DeLuca reminded faculty to score all work on the rubrics to demonstrate ACTUAL achievement. If points are to be deducted, they should be deducted by entering the percentage into the grade column, NOT by providing lower scores on the rubric.

- IV. Whitney Rhyne reviewed data from the Peer Architect Program:
 - a. Mid-term and End of term Evaluation data from faculty
 - b. Peer Architect Experience Survey (Likert Scale and Open-ended)
 - i. Positive Feedback-Positive feedback including peer architects noting active engagement in the classes and instructors making the course fun and interesting.
 - ii. Opportunities for Improvement-Areas for improvement were discussed including providing more communication and feedback to the peer architects, allowing peer architects more opportunities to speak to the class, providing more technology training

- V. Based on the Peer Architect Evaluations and other qualitative feedback, Dr. DeLuca and Whitney Rhyne designed a set of guidelines for communicating with and supporting the Peer Architects (see attached guidelines and summary below). They reviewed the guidelines with the faculty.

a. Communication

- Provide your Peer Architect with a syllabus of the course by the first day of class.
- Copy your Peer Architect on class-wide emails.
- Add your Peer Architect as an observer for the course in Canvas.
- Include your Peer Architect in the planning of course activities. If you want your Peer Architect to lead any activities or ice breakers, give them advance notice so they can plan and prepare.
- Provide a copy of all handouts to your Peer Architect.
- Let your Peer Architect know what your expectations are for them and provide feedback.
- Any criticism or problems with your Peer Architect should be discussed in private. Ongoing concerns should be shared with the FYE Coordinator.

b. Peer Architects and the Classroom

- Give your Peer Architect 5 minutes towards the beginning of each class to promote campus events, pull up the FYE Events and Activities Webpage and the campus event calendar. Be attentive and let your Peer Architect own this time. This is a great way to highlight and support the GPS assignment.
- Refer to your Peer Architect and all Peer Architects as a resource. Remind students that they can go to the Office of FYE (Lee campus) or the Academic Success Center (Collier, Charlotte, Hendry/Glades) to get help from a Peer Architect when they have questions or need assistance.
- Ask your Peer Architects about their experiences as a way to support lessons (e.g. why time management is important, etc.). A fellow student's personal experience is relevant and has a strong impact on new students.
- Let your Peer Architect know which students are struggling and encourage the Peer Architect to:
 - ✓ Join that student's group during small group activities
 - ✓ Have a brief conference with the student just before or after class to offer assistance
 - ✓ Reach out to the student to offer out-of-class support.

c. General Guidelines

- A qualified instructor needs to be present to hold class. Students cannot be required to attend class unless that instructor or a qualified substitute is present. Peer Architects are not qualified substitutes. Under no circumstances should a Peer Architect be asked to conduct class in an instructor's absence.
- Peer Architects should not be asked to grade assignments. Only a qualified instructor should assess student work. However, Peer Architects do sign a confidentiality agreement which allows them access to view student grades and other sensitive information.
- Only a qualified instructor should report student grades to students. Please be sure that grades are reported within FERPA guidelines.
- Classroom management is the responsibility of a qualified instructor.
- While students complete the SIR IIs, both the instructor and the Peer Architects should vacate the room.

- VI. Whitney Rhyne reviewed the topics covered in the Peer Architect Training held on January 4 (see attached training schedule). At the training, the Peer Architects engaged in team building activities, and received guidelines on what it means to be a Peer Architect. Also, as a response to the Peer Architect evaluation data, a "Canvas" module was included so that Peer Architects are better prepared to help students with technology. Peer Architects also reviewed campus resources and were provided a training module on scaffolding.
- VII. Dobin Anderson reviewed the Canvas course template and led a Q&A session on the use of the SLS 1515 Canvas course.
- VIII. Dr. DeLuca closed the meeting. She will send faculty additional fall term achievement data to review. Faculty will also review these data at the upcoming Community of Practice Sessions.