

Minutes

Academic Success Department Meeting

January 9, 2015

Thomas Edison Campus

 2:30 p.m.

**Attendance:** Wanda Day, Robert Olancin, Courtney Lanute, Melanie LeMaster, Duke Dipofi, Sandi Towers, Monica Moore, Troy Tucker, Renee Hester, Eileen DeLuca, Joe van Gaalen, Martin Tawil, Whitney Rhyne, Dayami Martinez, Elizabeth Yates, Mary Ellen Schultz, Heather Olson, Karen Maguire, Cindy Campbell, Scott Vanselow, Tom Buckingham, Rebecca Gubitti and Kathy Clark.

**Welcome:**

Dr. Kathy Clark, Associate Dean, Academic Success welcomed everyone to the meeting. Dr. Clark thanked the faculty for their attendance and asked that everyone introduce themselves to the group.

**Quick Note:**

**If you would like to change the meeting time from 2:30pm -4:00pm to 1-2:30pm please email Kathy and let her know.**

**Spring Schedule:**

* Classes for spring are being monitored for enrollment changes and will be modified accordingly.
* The summer schedule is due by February 16th
* The fall schedule is due by March 16th
* There is a 12 credit hour max during Summer A and a 12 credit hour max during Summer B
* No more than 21 total credit hours total for the entire summer

**REA Updates:**

* There seems to be more of a student population in Summer B than Summer A
* Reading students registered for full term quicker than mini A or mini B

**EAP Updates:**

* State wide consortium Meeting will be held on the Thomas Edison Campus February 20th.
* An upcoming workshop entitled “Do Students Really Need Grammar in the Real World”? will take place on the Thomas Edison Campus on February 24th from 3:30pm-5:30pm.

**Important Dates:**

* Portfolios are due by February 9th
* Logs are due by April 1for faculty who do not have to submit a portfolio this academic year.
* There will be a Q &A workshop on February 4th on how to report on the LOG assessment.
* Community of Practice is set to meet on January 29th. Grace will send out reminders for this meeting a week in advance.
* The spring 2015 Critical Thinking in Careers Series is set to begin on January 26th. If you plan to have your entire class attend, please email Grace in advance so that she can make sure there is enough seating for all students.
* The Critical Thinking Series also counts as a workshop for the purpose of the GPS assignment, as long as students do not attend during their regularly scheduled class time.

**Important Information Regarding the Writing Center:**

* If any faculty are interested in an Instructional Assistants (IA), feel free to contact Monica Moore (Monica.Moore@fsw.edu)
* Send all student feedback, both positive and negative, to Monica Moore as well.

\*In regards to the GPS, it is not appropriate for students to take photos with people that do not want their photos taken. However, an alternative would be to take a picture of a schedule or something else just to prove that they were present.\*

**Brief Space Update:**

* Top floor of H building will become the new science labs.
* $5 million has been appointed to spend on the new remodel.
* 1st priority is to fit the code and do electrical work.
* Construction is set to begin May 2015 after the semester is over.
* The math lab will be in building Q, the writing center will move to the library, and the peer tutoring building will move to building I.

**Assessment Data:**

**Data:**

* Dr. DeLuca led a review of the 2013-2014 annual QEP Report. The complete report is available via the link on the agenda or <http://www.fsw.edu/assets/pdf/fye/qep/assessment/QEP_Annual_Report_2014.pdf>
* Highlights of the discussion:
	+ When comparing the report data, it is good to compare similar semesters for most accurate data representation. For example, compare critical thinking journals of summer 2013 with critical thinking journals of summer 2014.
* Critical Thinking Achievement (Journals, Final Essays CCTDI): The trend that is clear to see is that students continue to score well on all CT rubric dimensions but the lowest scores are in “Clarity.” However, this might change in the Fall 2014 because this is the first semester that all first time in college students with less than 30 credit hours have had to take the course. The students overall mean scores on CCTDI continue to show positive gains between pre and posttest administrations. Many of the gains are statistically significant. Dr. van Gaalen has done some extended analyses that will be reviewed by the assessment team.
* Discussion:
	+ Sample Journal entries are available on canvas as a reference for grading
	+ When grading journals, provide positive feedback (sandwich method). Make sure to refer students to the writing center.
		- Use the sandwich method for providing feedback on student papers. The sandwich method consists of beginning with a positive comment and ending with a positive comment.
	+ Let students know that there are no wrong answers on the CCTDI
	+ Encourage students to attend the truth seeking workshops held in the library. A complete schedule of these workshops will be available on the campus events calendar and the FYE events page.
	+ Engage students in activities to think critically about their lives. If you feel that they struggle to get students involved in activities to help them improve their critical thinking, continue to share ideas in the community of practice sessions, attend TLC workshop, and work with your mentor or Dr. Clark.
* Success Strategy Presentation: Student Scores continue to meet goals.
	+ Communication is very important in group projects. Teach students how to communicate and what the expectations are for group projects.
	+ Work on communication strategies before projects are due.
		- When students work in groups, it is important not to only group similar students together. Diversity should be encouraged.
* Technology: Students continue to improve in academic technology.
	+ The faculty discussed modeling Academic Technology in the classroom.
		- If you need technology help and training there are many sources available to help in this matter. Scott van Selow has offered to assist Academic Success faculty with academic technology.
* Retention: The data demonstrates that there is a positive significant relationship between taking the course and retention rates of students from term to term. For year-to-year, there is no significant difference in the retention rates. The faculty discussed possible ways to increase year-to-year retention.
	+ Sandi Towers discussed the role of collaboration among faculty and students and rapport-building. Students may feel like they are part of a “family” or “tribe” in the first term, but that feeling may fade away. How can the college provide curricular and co-curricular support in the 2nd semester and beyond?
	+ Faculty in REA, EAP, and SLS classes are noted for knowing how to use effective retention strategies (e.g. cooperative learning, rapport-building, communication, support). How can we share these ideas with other faculty?
	+ What will the role of student activities and increasing sports teams at FSW?
* Student Evaluations: SLS 1515 continue to have mean SIRII scores that are higher than the comparative four-year mean.
	+ Continue working with student services and other departments to make students feel like they have support and to encourage the feeling of a community.
	+ Continue making students feel that they are doing something meaningful. Make learning for students more engaging.

**Discipline Break-out Groups-**EAP, Reading, and SLS faculty broke into groups by discipline to discuss discipline-specific curricular goals and assessment procedures.

From SLS Break-out:

**Peer Architects.**

* Dr. DeLuca and Dr. Clark reviewed the “Guiding and Supporting Peer Architects” document.

<http://www.fsw.edu/assets/pdf/fye/Guiding-and-Supporting-Peer-Architects.pdf>

* Some highlights from discussion:
	+ Make sure to maintain communication with your peer architects. Communication is the key. Let them know what your expectations are of them.
	+ If you have tried to work with your peer architect and are unable to have any success, their supervisors are Linda Johnsen, Tom Carr or Aaron Haack.
	+ Peer architects cannot hold class, only a qualified instructor is able to do so. Instructor must be present and cannot tell the students to meet with other students unless they are present.
	+ Discourage Peer Architects with sharing evaluative comments about other instructors with you. If they have concerns about an instructor, they need to speak directly to that instructor. If concerns persist, they need to speak with their supervisor.
	+ Faculty and peer architects cannot be present during SIR II evaluation. Assign a student to collect SIR II and turn them in at the selected location.

**Reminder:**

The next department meeting is scheduled for February at 2:30pm at the following locations: Thomas Edison Campus I-122, Collier G 109, Charlotte J-118, and Hendry/Glades A106.

Minutes Submitted by Grace Billington, Kathy Clark , and Eileen DeLuca