

Minutes

Academic Success Department Meeting

Jan. 8, 2016

U-102 1:00 p.m.

**Attendance:** Kelley Newhouse, Melanie Le Master, Karen Maguire, Wanda Day, Cindy Campbell, Dr. Joe van Gaalen, Heather Olson, Dr. Martin Tawil, Robert Olancin, Troy Tucker, Dr. Eileen Deluca, Elizabeth Yates, Rachel Lieberman, Mary Ellen Schultz, Susan Potts, John Cantlon, Dr. Sandy Towers, Dr. Duke DiPofi, Dr. Rebecca Gubitti, Dr. William Gillespie, Adam Millis, Elizabeth Yates, Barbara Miley, Dr. Thomas Buckingham and Dr. Kathy Clark.

**Welcome:**

* Dr. Clark welcomed everyone to the meeting.
* Faculty shared their successes and accomplishments.

**Updates:**

**Restructuring:** Dr. DeLuca explained Dr. Wright’s new dual roles as campus president for the Charlotte Campus and as the vice president for economic and regional development.  This permanent appointment is effective February 1. Dr. DeLuca also mentioned that Dr. Jeff Stewart will assume the position of interim provost, effective February 1, 2016. As new roles are defined, Dr. DeLuca will continue to share updates.

**Spring Schedule:**

* Dr. Clark stated that classes are filling and at this time it appears that no new sections of any course will be added to the schedule.
* The summer schedule is staffed. Additional classes may be added due to demand.
* The fall schedule will be developed in a few weeks. Faculty were asked to be checking their email within a few weeks for staffing opportunities.

**Early Alert**:

* Susan Potts distributed a handout of the Early Alert process. She reminded faculty that the early alert form is online, easy to complete and encouraged faculty to go to the following link: <http://www.fsw.edu/earlyalert>.in order to complete the early alert form. The last day for withdrawal in the spring semester is March 16. The department set a goal of March 5 to complete the Early Alert process. Grace will send out reminders to faculty toward the end of February.

**Academic Success Data:** The faculty reviewed Academic Success data provided by the Office of Academic Assessment. **(See attached for a complete analysis of the EAP, REA and SLS data)**

* **EAP** – EAP data showed within course success rates of 100% during fall 2015! Students also reported (100%) agree or strongly agree that EAP courses are helping them to improve academic English and helping them to prepare for college courses. Students in EAP 1640 also scored above the means in all dimensions of the essay rubric (organization, content, format, grammar and mechanics).
* **REA –** According to Dr. van Gaalen, data revealed that “in a comparison of pre-test to post-test results, the mean scores increased across all rubric criterion as well as the overall score with the exception of inference.” Data also indicated that the mean scores of all learning strategies increased as well. Regardless of teaching modality (compressed, modularized or contextualized) students have significantly higher rates of passing scores in the post-test than in the pre-test.
* **SLS –** SLS datacontinues to demonstrate high levels of cognitive and goal attainment strategies (academic success centers, advising and new student programs). In addition, students reported a high rate of participation in campus engagement activities (FYE, Student Life and Academic Success and FYE Workshops). Most areas are similar to the previous fall. The faculty discussed recent changes in Career Services that may be related to the decline in reported usage. On Lee Campus, Career Source Florida has been contracted to provide support for resume and cover letter development. The service is available only certain days/times and has not been widely publicized. Faculty members also noted that the service is located behind a locked door and is not as accessible as the previous locations. Dr. DeLuca has asked Andrae Jones to create flyers to share with SLS students and faculty to increase participation. Most areas are similar to the previous fall. There was a slight decrease in students reporting “goal setting.” This may be an area for faculty to work on in future Community of Practice sessions. Faculty noted that there was a substantial increase in students reporting application of “creating a budget.” Faculty noted that the improvement may be related to the Summer 2015 Cornerstone Institute that focused on Thinking Critically about Financial Literacy. Additionally, during fall 2015 through a partnership with Suncoast Federal Credit Union, students on all campuses had the opportunity to attend “Living Beyond the Weekend” Financial Literacy sessions. Over 800 students participated with the majority reporting learning gains. Most scores are similar to the previous fall with a substantial increase in “Appreciating Diversity.” Faculty noted that the scores on “Appreciating Diversity” had gone down the previous fall and faculty were made aware and asked to think about ways to engender diversity appreciation through the curriculum. Students continue to score above the goal means in their critical thinking journal assignments as well as their final essay and group project. Faculty will work on revising and improving assignment guidelines during the spring semester.

**QEP Updates:**

* Dr. DeLuca shared that the QEP Annual Review Summary and the QEP Implementation Year 3 2014-2015 documents had been emailed to all faculty and staff.

Information from both reports indicated that we are achieving our QEP retention and success goals. These achievements demonstrate a college-wide effort. Faculty are encouraged to continue to utilize and share best practices to support first-year students.

**Reminders:**

* Portfolios – Due February 1 for full-time faculty and Feb. 26 for adjunct faculty. LOGS are due April 8 for full-time faculty not having to complete the portfolio.
* Portfolio conferences for full-time faculty are scheduled for Feb. 2-26.
* Grade reporting:

“I” grades – faculty should complete the I-grade form prior to issuing an I-grade.

Faculty were reminded that not submitting grades on time results in a domino effect for students. For example, holds could be placed on student accounts and/or there could be financial aid issues.

Faculty need to be available during finals week and professional development days (checking emails, voice mails, etc. if not physically on campus).

* Spring 2015 Department meeting dates/time:

Jan. 8, Feb. 12, and April 8

1:00 p.m. to 2:30 p.m.

Location: U-102

**Discipline Break-out Groups:**

* **SLS** – Dr. van Gaalen presented the CRI data (see attached). The most significant gain was in the key cognitive strategies (especially in “construct” and “analyze”). This is the area of the assessment that the QEP Assessment committee has determined is most closely aligned with the construct of critical thinking. Students showed the greatest increase in the ability to create work products (projects, papers or presentations) that are supported by evidence, well organized, and developed though several drafts and revisions using feedback from others. Students also demonstrated a strong increase in examining information by thinking about the facts it is based on. (See attached CRI report). Students showed the least improvement in doing final checks on work before turning it in. Faculty discussed how to engender this through modelling rough and final draft submissions. Also, faculty can give constructive feedback on journals and encourage students to visit Academic Success Center before submitting final drafts. The only area in which students showed a decline was note-taking. However it was noted that this is an area that students initially score high in, making it difficult to show gains. Faculty discussed ways to increase a focus on note-taking in the course.
* Professor VanSelow put together a sheet that lists the domain and how it is defined so that faculty can interpret student results and also begin employing the vocabulary within the course. Faculty are encouraged to share ideas about how to support students in all of the CRI Domains through the “Community of Practice” Sessions.

Faculty planned the dates and times for the Community of Practice (Feb. 12 and April 8 from noon to 1, which is prior to the department meeting).

Dr. DeLuca discussed the drafts of the “Tips for Presenters” and the “GPS etiquette” and asked for suggestions. The purpose of these documents is to support the culture of “students as scholars” and behaviors that will lead them to success and academics and in future careers. The faculty discussed ways to encourage appropriate scholarly behavior among students.

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**REA**- Professor Day submitted the following notes:

Subject: Reading Community of Practice

Present: Melanie LeMaster, Wanda Day, Karen Maguire

The topics discussed were:

* Gen Ed adjustments to course objectives

It was agreed upon that we cover communication skills and some critical thinking skills.

Karen will draft our submission of the worksheet input for Section IV of the REA 0019 Syllabus.

We’ll review the draft at our next meeting, Feb 12.

* Reading in the Content Areas: Business

The group discussed putting together a course mainly dedicated to reading comprehension in the area of business and business vocabulary as we discussed a year ago. Karen will compile our notes from before and send them to the group so we can start working on that contextualized course in February.

* Reading Community of Practice meetings

We decided we would meet on the same day as the Department Meetings, but meet an hour before at noon.

So we will meet Feb 12 at noon in the Edison Campus cafeteria.

March’s meeting is during Spring Break Week, so we won’t meet.

April’s meeting will be Apr 8 at noon at a place TBD.

**EAP** – Notes submitted by Professor Troy Tucker:

* Most of the time spent was focused on developing a policy for EAP “Independent Study.”
* Faculty reviewed some ways to increase enrollment
* Faculty discussed the Listening/Speaking curriculum and importance of teaching pronunciation in all classes.
* Faculty discussed the development of standardized final exams for Grammar, Writing and Reading.

Minutes submitted by Dr. Eileen DeLuca and Dr. Kathy Clark