

Dev Ed Meeting Notes, West 6-202 @ 2 p.m.

In attendance: Beth Renn, Nick Bekas, Robin Brighton, Linda Neal, Chery Robinson, Karen Borglum, Glenn Ricci, Leonard Bass, Karen Cowden, Jenni Campbell, Liz Earle, Al Groccia, Michele McArdle, Marilyn Curall, Lauren Grant, Sonya Joseph, Wendi Dew, Summer Trazzera, April McGuire, Stephanie Freuler, Roberta Carew, Maryke Lee, Darla Sharpe, Jason Balserait, Katy Moore, Melissa Pedone, Joyce Romano

The Exploratory teams shared their work to determine what the flowchart will look like to a student

Assessment Exploratory Team

Team determined it would use LifeMap College Success Skills to demonstrate:

Academic Behaviors - LASSI (3 components)

Planning and decision making - My Career Planner & Meta Major

Academic Content – Faculty will develop five questions in reading, writing, and math

Key Cognitive Strategies – The student will take all info and sit down with advisor/NSE faculty to discuss; one on one advising is challenging

New student experience course should be taken early. It may need to be offered in the 8 week class for any students who might have missed taking it at start of semester

Would be good for students to be able to back up during the semester if they are failing a class.

The advising piece is really a heavy load so 1-1 may not be work. It could be a group assessment session. Where is best place to utilize instrument with students. This needs to be connected to student services.

Need incentivizing with the co-curricular piece.

Career Path Advising Team

The goal was to keep it clean, keep it simple with short 2 minute video regarding meta major, application/enrollment process, making students aware of career path; give career/self-assessment to be discussed 1:1 with advisor

It is hoped that all students would take PERT or 5 question assessment as an advising tool as part of the enrollment process with assessment and orientation

Orientation would have 1. exempt, 2. nonexempt with diagnostics and strong conversations, and 3. transfer versions with separate orientations

To implement:

Treat all students the same

strengthen Start Right policy

most students want help

consider student nonexempt until they show us otherwise

career assessment to introduce career selection

mini diagnosis

Shorten registration period - 2 wk in May, 6 wk July-Aug.

Start Right philosophy for flex start with application priority deadline

Faculty Development Team

The Deans of Communication created a Plan for Innovation template to communicate strategies. The basic strategies: combined /compressed course would cause some development needs for what is best for students; there were a lot of H1/H2 pairs (which need to be clarified; 3 basic faculty development needs to support new dev ed courses, Destination planning, and enrollment support

Modalities could be designed to fit students? Communications trying to make courses more attractive for students to opt into. Consider age of those non-exempt students. Develop the student profile that would be served by one option vs the other options. Have some flyers to give to students to get some interdepartmental discussions to not block students from taking classes that are needed.

More focused and simpler offerings in spring for over-rides.

A pilot is being run this term, and students were not aware they were in 8 week course. Therefore could there be a comment shown when they register to tell them it is an 8 week course? Joyce is checking on whether the comments roll over.

Do courses as either H1/H2 or pairs and decide what is going to be best for student learning and clarity to students and for data collection.

Can we assess for appropriate modality for students? Which modality works best for which students?

Students will not be able to get financial aid until week 12 with H1/H2 courses, therefore keep options for dev ed courses.

Grade forgiveness and students in the pipeline - what happens when they don't pass one or other. Need to keep small number of level 1 but where students have to register in the office when students need them for repeat course. They would come to the office or override.

Flyers for orientation attached to packets might need a budget for that. Each campus does this a little different. Math has been asked for handouts to supply at orientation. Marketing will be important as to how our message is communicated to students.

Senior Team has supported the faculty development needs. Must work with Amy Bosly for additional dollars that will be taken out of SPD.

Data Team-No report yet.

Summary of Status

Where are we with this work based on exploratory teams and changes with dev ed courses? Hindered on curriculum and assessment, pedagogy and lab support. Without definitions we cannot assess anything. Faculty will work on development on how to train faculty to teach the compressed courses. There would be 3 faculty to do this and start work. Need plan for math yet also which is coming next week.

Plan for innovation needs assessment plan for pilots in spring.

What modality are we recommending - pairing new combined reading and writing with comp I? Dev ed 16 week is not the norm and should be a different modality. Courses can only be offered in new modes with option for acceleration. We could offer ENC 27 reading and writing as stand-alone 16 wk course for students who test into both. There are options for those who test into one or the other. The number only testing into reading was very small (19).

Who decides the caps on the courses? The Deans need to work with the faculty and the Campus Presidents. Keep in mind the smaller the class cap the more instructors/sections would be needed whether H1, flex start, etc. and will need enough faculty to

teach. Will need to manage enrollment based on what students are going to do and need to create options for them. Math student did not necessarily sign up for short options in H1/H2 format paired and they have to sign up for both courses when they register.

We need to determine expectations on learning support?

What about other support areas? We need to train administrative assistants, support staff, others so that they all understand the changes.

Suggestion to start running the course ideas among students to get their perspectives vs. pairs, H1/H2 etc. i.e. if you are going to fail this semester what are you going to do? Could talk to some students in the pilots courses this semester.

The data team will help determine how to assess students when they are already in the modality.

Summary on what is still needed:

1. modification of LASSI - what it looks like = Leonard Bass
2. common language in comment section re 8 wk course = Robyn Brighton and Karen Borglum
3. what are the options going to be called = Robyn Brighton and Karen Borglum
4. appropriate modality assessment research hybrid, online, 8 wk, etc. = hold
5. communication plan for students changing courses (take EAP and change a few things)= Sonya/Karen
6. curriculum/assessment work = Deans identify faculty to do this for each area @ \$1K stipend with 3 folks already working on it - Karen needs faculty names – Summer Trazerra, Marilyn Curall, Lauren Grant
7. class size conversation after conversation = hold
8. learning support = hold
9. training for additional areas=hold
- 10 data team = Nick Bekas
- 11.programming needs will be ready by May
- 12.in-house marketing message to students making request-Darla Sharpe

Students already know about coming changes and are holding off taking dev course to not have to take them. Students should be communicated to stay the course and what the responses are going to be when the questions are asked.

Need message crafted with student affairs and present to group at next meeting to get feedback.

Next meeting and reports and work completed with presentation by Pearson Oct. 11, 2013