

Dev Ed Meeting Notes, 10/11/13 East 3-113, @ 2 p.m.

In attendance: Beth Renn, Nick Bekas, Robin Brighton, Linda Neal, Chery Robinson, Karen Borglum, Leonard Bass, Karen Cowden, Jenni Campbell, Liz Earle, Al Groccia, Marilyn Curall, Lauren Grant, Summer Trazzera, April McGuire, Stephanie Freuler, Roberta Carew, Maryke Lee, Jason Balserait, Katy Moore, Melissa Pedone, Joyce Romano, Tara Reins

Welcome

Karen showed a slide with the impact of exemption numbers, so we can focus on the college wide perspective even though the various campuses are doing something a little different. We want to assess the work we are doing on a college wide perspective. Once we are done with the wide architectural design then we will send to senior team and then to the board. If approved, then it will go the state.

Karen shared a 2014/2015 matrix to share with advisors to explain the new changes. It was determined that the deans would review and make corrections to so that advisors can have accurate information prior to registration. It was also determined that we need a chart for the 2013/2014 academic year to clean up the dev ed course changes listing so that she can send the new list to advisors.

Karen asked if math deans want to keep the modularized course, and the math deans agreed that they would.

Updates from the state

Updates from the state from those that went to the regional workshop: not many differences from what we have been told. People were very interested in co-requisite courses and having the curriculum intertwined. They referred to a contextualized course to give students extra help. One issue that came up with the contextualized course was data collection. This could be an issue. We were also told we could offer Statway part I as a college-level course. Faculty are exploring this option.

Updates from what is still needed

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- a. modification of LASSI - what it looks like = Leonard Bass
 - i. Leonard: LASSI: was asked to look at designing an abridged version on the LASSI. The people that designed it are interested in working with us to make the necessary changes. The 10 categories will fit into 3 broad categories in order to design a scaled down version. \$3.50 per test but price drops to \$2.50 if we are testing more than 1000 students. 30 minute test for students. He thinks we can cut it down to 40 questions, but can go down even further to 12. Once we decide on our questions then they can get it done in 2 weeks. Anything they do for us would be based on our student data.
 - ii. Susan wonders if we can give the test to students to help us do a factor analysis to help us cut down the amount of questions.

- iii. Roberta mentioned that we may need to look into picking a few categories out of the 10 scales.
Leonard thinks that it would be a good idea to embed it in the new student experience course
 - iv. Karen wants to turn over the career interest inventory and the LASSI to student affairs for them to work out the logistics
- b. common language in comment section re 8 wk course = Robyn Brighton and Karen Borglum
 - i. Students sometimes think they are signing up for an online course
Students are confused about the wording H1 and H2. We would have to go in each time and put in exact dates because that wording is not giving them enough information. Karen thinks it probably needs to say 1st eight weeks and 2nd eight weeks.
 - ii. Cheryl wants us to change the format for the wording. In one place six is spelled out, but in another place it isn't spelled out.
 - iii. Summer wanted to echo the importance of clarity for our students.
- c. what are the options going to be called = Robyn Brighton and Karen Borglum
 - i. Karen met with a few people to decide what they were calling to call the LinC'd courses. To be called LinC courses needed to have a cohort of students, faculty training, a success coach, integrated curricula and assessments, but they could have just one instructor. If there is one instructor, the instructor would not receive a stipend.
 - ii. We will keep intensive courses and not call them LinC by adding a training and a success coach.
- d. communication plan for students changing courses (take foreign language and change a few things)= Sonya/Karen
 - i. Karen talked about the communication email that her and Sonya came up with to let students know that u are in ENC 0015c or REA 0007c that they have to pass it by August 2014 because they will not be offered in fall 2014.
 - ii. The Communications Deans agreed to offer one section each for the Spring term.
- e. data team = Nick Bekas
 - i. Karen showed the committee the work that Nick's team had done to develop the Developmental Education Strategy Assessment Plan. Each dean would get their data sent to them based on their specific plan.

- ii. Karen wants a separate, collegewide template from the math deans and from the communications deans by November 13 because she has to present it on November 15th to Senior Team.
- f. programming needs will be ready by May
- g. Policies/Catalog changes-tabled until the November 8 meeting
- h. in-house marketing message to students making request-Darla Sharpe-tabled to the November 8 meeting. Although the work team was invited to review the document and send feedback to Karen prior to the meeting.

Guests came from Pearson to tell us about software that might be helpful for us as we make changes. We will discuss the fit between the software and our plan at the November 8 meeting.