

Title III Advisory Committee Meeting
Monday, May 14, 2007
2:00-3:30 pm
RT 1701

MINUTES

Members Present: Gitanjali Kaul (Chair), David Baggs, William Beasley, David Bowditch, Jeffrey Chen, Constance Hollinger, Elizabeth Lehfeldt, Janice Taylor-Heard, Nelson Pole, Janet Stimple, Rosemary Sutton, Michael Walton, Jaeseung Shim and Megan Anderson (clerk)

Minutes of February 26th meeting were approved.

Welcome

G. Kaul introduced Megan Anderson, the Title III Administrative Assistant, and Jaeseung Shim, the Systems Programmer. Both are new hires for the Title III grant.

Informational Items:

1. Enrollment Update – Gitanjali Kaul

There are currently 139 students enrolled in Learning Communities and three closed LCs. (*How we Know What We Know...*, *Cities, Sanctuaries, and Social Change...*, and *Human Language, Human Reason*)

G. Kaul praised the hard work of David Bowditch and his advisors for increasing enrollments in the last few weeks.

2. Recruitment and Registration efforts – Gitanjali Kaul, David Bowditch, Janet Stimple

- **Advisors** – D. Bowditch stresses that more advising time with students would help improve the advising process in regards to LCs.
There is going to be a restructuring of advising, moving from centralized to decentralized advising. We need to be sure that the individual college advisors are updated on LCs.
- **Weekly Orientation Sessions** – Parent informational meeting at the weekly orientation has gotten parents enthusiastic about how LCs could benefit students. Proposed having a joint parent/student informational meeting. There will be 12 more Freshman Orientations between now and the Fall semester.
G. Kaul arranged a meeting for the LC faculty to discuss their LCs with the advisors. The advisors gained more knowledge from the presentation and are better able to promote LCs to students.
- **Mailings, posters, banners and brochures**
- **Registration** – Currently all LC registering is done manually, J. Stimple is hoping to find ways to automate some of the registering process.

Currently, there are holds placed on LC student's accounts, however, this does not stop a student from withdrawing from classes. More decisions need to be made on how to handle these cases. Suggestions were brought up to encourage more faculty "monitoring of students" and "intervention" when they felt a student might be considering dropping a course. Another suggestion was to pull a weekly enrollment report to better monitor students in LCs.

3. What we have learned about current offerings – Gitanjali Kaul

There are 25 summer scholarships for the Developmental Education courses. Developmental courses as well as English 102 were added as an option for the Fall LCs.

4. Recruiting Staff – Gitanjali Kaul

- **Title III Director/Learning Specialist** – The position was advertised internally twice, once to faculty and once to staff. Both searches resulted in only one applicant. G. Kaul is looking into a temporary fix; she would like to find someone to fill the role, at least partially, through the summer until she is able to post the position again in August.
- **Administrative Assistant** – The position was filled by Megan Anderson on April 9, 2007.
- **Systems Programmer** – The position was filled by Jaeseung Shim on May 7, 2007.
- **Advisor** – Interviews are currently taking place. Possibility of combining the Director and Advisor position, more thought will be put into this.

5. Faculty Development Workshops – William Beasley

W. Beasley's trip to Seattle to attend a Curriculum Planning Retreat was very successful. He will be sending a summary of his trip soon. A couple things he mentioned today included:

Increased retention depends on getting the pedagogy right. Faculty need to be comfortable with many different teaching methods.

Convey persistence to the students. Persistence leads to retention.

Teaching study skills will lead to retention in the long run.

The Faculty Development Workshops are scheduled for June 5th, June 12th and July 25-26th. Kevin Saunders, a consultant from Iowa State University, will be attending to work with faculty on creating LC syllabi and with the assessment team to evaluate the LCs.

Two preliminary sessions were held by W. Beasley, both went well and the faculty was excited to be participating. Two requests stemmed from the sessions. The first was to have an "ice-cream social" to kick off the start of the summer workshops. The second was to create a LC alcove in the Library to encourage students to study and interact outside of the classroom. Both ideas are being considered and a prospective site for the alcove was located in the library. Members of the Committee are encouraged to participate in the Summer Workshops, contact Megan Anderson if you are able to attend.

G. Kaul mentioned that she was approached about the possibility of using Blackboard in the LCs as another way of communicating with students. N. Pole mentioned that he currently has a link to the LC website on his personal webpage. Should we invite the faculty that were not chosen to participate in a LC this Fall? or should we offer another workshop in the future to include them? More thought will be given to this question.

6. Assessment of Learning Communities – Rosemary Sutton

R. Sutton went over the handout passed out in the meeting describing the preliminary plan for assessing the grant objectives. Some methods are: pre/post questionnaires, comparison of LC and non-LC syllabi, NSSE, classroom observation, grades and retention data.

Discussion Item:

7. Ideas for Spring 08 Learning Communities – There were no proposals for Spring LCs. In addition to RFPs we will need to recruit faculty members to participate.

What should we offer this Spring? Are Spring Freshman representative of Fall Freshman? What would students want?

Ideas for the Spring Term:

- Major specific LCs for large majors.

- LCs for clusters of several less frequently enrolled majors.

- Year-long clusters or a continuation of the Fall LCs.

- Developmental LCs.

- Experimental LCs, for those students who are undecided.

- Incorporate more math options to appeal to a greater number of students.

For example, include Developmental Math, Math 118 and 156 as options in one cluster.

- Hold spots in follow-up English courses so that LC students can choose to stay with the same cohort in Spring 08.

Next Steps:

G. Kaul is going to look at the existing proposals and see if they would work for Spring. She is also going to have statistics pulled on Spring incoming Freshman to determine what kind of communities would work.