



Academic Quality Meeting

2012-2013 Academic Year

Meeting Date: Nov. 6, 2012

Time: 12:30pm

Chair: Veronica (Ronni) Tichenor

Secretary: Valerie Fusco

Present: Ronni, Valerie, Ron, Mary, Atlas, Kazuko, Narayan, Joanne, Suzanne

Absent: Mohamed, Doug, Doneilous, Ildiko, Russ, Rafael

Guest: Marybeth

1. Minutes of previous meetings, April 3rd, Sept 4th, and Oct 2nd, were approved.
2. EWS feedback report and discussion for the 2011-12 academic year (fall 2011 and spring 2012) - Marybeth

Marybeth distributed the report academic year report as well as the revised questionnaire for this fall. She provided a history of the Early Warning System (EWS) and shared the current printout of the revised electronic form. The purpose of the EWS is to mainly get a early indicator of the freshmen performance, but do get info on other student groups and do follow-up with all the students that have a EWS submission.

The academic quality assessment group asked for faulty feedback on the EWS forms to close the loop. The process: Send each faculty their respective freshman rosters and EWS forms electronically. The faculty puts the students, course, etc. on the form. The information is exported from the electronic survey, sends communication to the students advisor and to the appropriate office e.g. Learning Center, EOP and/or Athletics. Marybeth then follows-up with Doug (Learning Center) and respective faculty for their feedback on the students. Doug responds as to whether the student visited the Learning Center and how many time. The Instructor's respond on how the student is doing after the intervention. Marybeth reviewed the report with the committee and discussions and questions ensued.

Discussions/questions,

Atlas – can develop a universal ticket. Faculty would fill out and get signature from the learning center and then back to faculty for verification.

Joanne - students have responsibilities for following up, possibly the student not taking seriously (if so add some form of communication to student) or is it a accessibility to the Learning Center a problem or maybe a tracking issue. Valerie and Doug spoke previously regarding the tracking items, student sign in sheet and tutors records (who they saw, for what subject/course, can the count how many visits). There is also some signage issues of where do the students go when they come in the library specifically for the Learning Center.

This is still a manual process even though the form is electronic. Ron suggested contacting Chris Urban and possibly have a couple of his students work on a fully electronic version of the EWS as a capstone project.

For this semester, fall 2012, and forward, this group asked that the athletic paper form and the EOP request be incorporated into the current EWS, therefore having one form to complete, instead of three. This fall there are 331 total submissions, up from the average of 60 EWS forms. Also, currently have 59 faculty where we have had 17 and 21 the past two terms. Marybeth went over the findings, e.g. BUS101 is having some students in academic difficulty. This will indicate to us areas to drill down further. 104 freshman, but they are EWS and/or athlete progress and/or EOP. Because recommended that selected freshman only take 13 credit hrs this fall, if they are having academic difficulty, they cannot drop or will lose their aid. Ron suggested putting up some part of term courses to accommodate these situations. IR completed the midterm grade reports for this fall and will overlap this data as another early indicator. Look at the EWS forms and student success by department and see what we can do to help the student be successful. Use the mid-term grades to identify the student list to work with.

Ron mentioned that CS108 gets reviews, tests, feedback after each test and found it to have a bimodal distribution. Joanne feels this speaks to a student aptitude issue, not teaching. Nationally, typically see this in similar courses. Would need to determine if this distribution is reasonable for the type of course, then the institution can offer the individual student extra support to bump the lower grade students up. Need additional conversation how we can make it easier for faculty to fill out these forms.

Ronni recapped next steps,

1. Create more of a conversation around mid-term grades and EWS forms.
2. Look into the non-utilization of the Learning Center and better tracking on a routine basis instead at a pointing time. Doug spoke with Marybeth and was going to follow-up with the students that were referred, but did not visit the Learning Center.

Need to look at the utilization, perception and satisfaction with Learning Center. This is partly a resource issue. Look at a super math tutor as the current one is retiring. One of the writing tutors is on maternity leave so that impacted the tutoring a bit.

Also the testing accommodations are being done at the Learning Center. Need to also talk about hiring grad assistants during finals week for assistance in administering finals. The overlap of midterm grades and EWS forms may help determine the subject areas of tutoring needs moving forward.

Dec agenda to include online assessment policy, disability services, SOS data, Grad program cycle.

Meeting adjourned at 1:48 P.M.