

EO 1110 Committee Meeting Agenda

For December 10, 2021

Agenda

1. Early Start Analysis and Recommendations – Debbie Meadows, Kate Herman, and Jennifer McCune

Dana Center Recommendations	Status
1. Virtual Workshop Series in June	Completed
2. Designing student-oriented tools that can be used in any B4 course focused on non-cognitive skills	Completed and on-going; extend to GE QR learning communities and GE Summer Institutes for B4 instructors
3. Establish coordination/collaboration among four statistics-based courses (MATH 1209, MATH 2200, PSYC 2018, and SOC 2208), including tutor training, pedagogical and technology training for new statistics instructors, and campus-wide projects that all statistics students work on during a semester	In progress; include KINE 2018 and task to GE QR learning community
4. Consider revisiting the content of the math Early Start program to include student success skills and topics identified as areas where students entering Math 1209, Math 1010, PSYC 2018, and SOC 2208 are commonly lacking skills, such as general quantitative reasoning skills.	Completed; Summer 2022 offer MATH 1000, MATH 952/1209, MATH 1010, PSYC 2018, SOC 2208, KINE 2018
5. Consider allowing students to enroll in the second semester English Stretch regardless of their grade in the first semester, possibly with additional support in the form of a co-requisite.	Rejected; nearly all students move to second semester of stretch (only “no-works” don’t)
6. Provide more training, support (for example, the dashboards that are already being developed), and structured opportunities for faculty members to engage with disaggregated student success data.	In progress; work with IRPA to compile data and share with department chairs and course instructors via event
7. Final visit with implementation team to discuss future of EO 1110	Completed

CO Recommendations	Status
1. Promote closer collaboration between the divisions of Academic Affairs and Student Affairs to provide more intensive individualized support for first-year students placed in Category III and IV and enrolled in supported courses.	Completed and on-going; continue to offer peer mentoring and tutoring support
2. Develop innovative opportunities for enriching the curriculum through web-based supplemental instruction, tutoring and/or peer mentoring.	In progress; Check in with PSYC, SOC, and KINE about their SI
3. Provide targeted professional development for faculty who will teach introductory mathematics/quantitative reasoning and written composition, highlighting proven virtual pedagogical practices that enhance student support and foster self-regulated learning.	Completed
4. Provide professional development to encourage faculty and staff to provide supplemental instruction and related academic support	Rejected

services through virtual modalities to promote sustained student engagement.	
5. Expand outreach and support to help students navigate the shift to virtual learning modalities – accounting for each student’s preferred learning style.	Completed and on-going

GI 2025 Advisory Committee Recommendations	Status
1. Target DFW Courses with Focus on Equity	In progress; work with IRPA to compile data and share with department chairs and course instructors via event
2. Ensure Robust and Directed Academic Advising for All Students	In progress; ensure correct placement for incoming students
3. Expand Data Sharing and Campus-level Data Transparency through an Equity Lens	Not our purview
4. Prioritize Course Availability	In progress; review course offerings to check for availability (time offered, and modality offered)
5. Support Student Basic Needs	Not our purview