

EO 1110 Committee Meeting Agenda

For November 16, 2020

Agenda

1. New B4 course: KINE 2018: Introduction to Statistics for Health Sciences
 - a. Update Cat 2 pathways
 - b. Update Cat 3 & 4 pathways
2. Pre/Post Survey for Cat III and IV Update
 - a. 294/1369 responses (21.4%)
3. ForeRunners Peer Mentoring
 - a. Update re Fall 2020
 - b. Plans for Spring 2021
4. GI 2025 Academic Preparation Strategies: What are our measures?
 - a. Peer Mentoring Program (CO #1)
 - b. Web-based supplemental instruction and tutoring services (CO #2)
 - c. First Year QR Instructor Workshops (CO #3)
 - d. First Year WC Instructor Workshops (CO #3)
 - e. Student Success Video Series (CO #5)

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
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
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.	TBD
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
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.	TBD
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.	In progress
2. Develop innovative opportunities for enriching the curriculum through web-based supplemental instruction, tutoring and/or peer mentoring.	In progress
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 services through virtual modalities to promote sustained student engagement.	TBD
5. Expand outreach and support to help students navigate the shift to virtual learning modalities – accounting for each student’s preferred learning style.	In progress