12-15-2015

Minutes, December 15, 2015

Present: <u>Faculty</u>: Dave Dehnel, Ellen Hay, Ann Ericson, Reuben Heine,
Taddy Kalas, Vicki Phipps, Forrest Stonedahl, Shara Stough
<u>Students</u>: Allan Daly, LaDonna Miller, Christopher Saladin
<u>Ex Officio Members</u>: Liesl Fowler, Wendy Hilton-Morrow, Brian Katz
Guests: Kristin Douglas
Absent: Tim Bloser, Jacqueline Jastrzebski, Samantha DeForest-Davis
Start Time: 4:35
End Time: 5:35

I.   Approval of Minutes from 12/01/15 and 12/08/15 *(approved)*

II.   Continuing Business

A. Exam Week Policy: I expect ***we will hold this until after break***
Supporting Material: memo from Shara Stough, Current Exam Week Policies

B. Proposal from Mike Egan on Learning Portfolios: *Dave drafted a response to Mike Egan based on our discussion at our last meeting. The letter looks good to send.*

III.   New Business

A. Starfish: Recent Experience and Future Directions
Supporting Material: Starfish after One Year
Kristin Douglas will attend, along with a student from an SGA Advisory Committee

Questions/Discussion:
– *SGA has a rotating committee each term. Committee has wanted to talk about starfish.*
– *Students don't know what it is or just associate it with flags. Students do not know how to use it starfish.*
– *First years had to take training or lose wifi access, so they know how to use it.*
– *The same training information went to all students but most emails get lost in the inbox.*
– *Faculty doesn't use it that extensively. How to facilitate conversations with faculty on how to use starfish? What works best? Small training videos?*
– *Academic feedback is more pertinent to this committee's work than how to implement it as an advising tool.*

- *Kudos have mixed reviews from students. Some students really appreciate the Kudos, some don't. There was some support from the students to encourage faculty to use the Kudos option.*
- *Do students prefer verbal praise or kudos? Because it goes to the network, other faculty/coaches get to see it and know the student is working hard or having problems.*
- *When students get a flag they receive a positively written letter from Kristin Douglas. It is not meant to be a punishment but to let students know all the resources that are available to them to help them succeed. Reason for the flag is in the email.*
- *Do you write flags in first or second person; who is the audience?*
- *Students get emails immediately when the email is sent.*
- *Faculty can choose to have emails received immediately or in a daily summary.*
- *Using it for scheduling appointments was confusing, but simple once you know.*
- *Don't like to have 2 scheduling systems and google is better than starfish.*
- *Advising appointments should be documented in starfish but you do not necessarily have to use starfish to set up the appointments.*
- *We need to use best practices in documenting advising appointments so that we can go back and prove issues such as overload charges, lack of advising, not being engaged, etc. Not as a gotchya moment but to show how the college has reached out to the student and has given them options of what they can do to succeed in the future. The goal is to get feedback into students' hands so that students can make decisions before the drop deadlines.*
- *When doing the "training" for faculty explain some of the whys we need to do it, instead of just what the tool does.*
- *What are the implications of relying on starfish for documentation? Speed notes feature helps in documentation. Documentation is critical for first year advisor so that information can be passed on to the next advisor.*
- *It seems that starfish is a system for the 10% and not for the majority. Yes most documentation is necessary for a small percentage of students, but they are the ones who take up most of our time.*
- *Anything to change about the Week 3 survey? Is it making a difference? How has behavior changed since we've started using it? We are at the point that we can start analyzing the data we have.*
- *Week 3 survey is about behaviors and week 6 is more about summative/assessments to help identify students who need to withdraw.*
- *Surveys feel a little rigid.*
- *Update "unprepared for class" to include "poor performance on assignments."*
- *Need an option where faculty can request a tutor for a student.*
- *What would you modify for the academic concern report? Keep up the good work. Missing assignments.*
- *You have the option of raising flags at anytime not just at survey time.*
- *Who is supposed to clear the starfish flags?*
- *Do we make modifications for spring term or keep the same and make changes for next year?*

– *Should we survey the students with very specific questions about on the design of Starfish?. Surveys have a very low participation rate with students. Maybe have something during symposium day advising sessions?*

B. Re-Numbered English course: ENGL 209 Literature of Faith and Doubt [PH]
Supporting Material: Memo from Meg Gillette, Recommendation to add course form, syllabus

*Gen Ed is taking the position that the learning perspective doesn't need reapproving because it is the same course; it just has a new number and name. Motion to approve ENGL-209 was made by Ellen Hay and seconded by Taddy Kalas. **Motion carried.***

C. Raising of Enrollment Caps to 30 for 100 and 200 Level Courses (except for FYI)
This policy was recently announced to department chairs by Dean Lawrence. Should EPC join the discussion?

This was not discussed.

D. Online Competencies Curriculum
Wendy will explain this new administrative initiative.

This was not discussed.

Respectfully submitted,
Julie J Oliger