

STRATEGIES CLUSTER MINUTES

Wednesday, October 19, 2011

1:00 – 4:00 p.m.

Lake Worth Campus, BA134

ITEM 1. Each cluster must reflect on the round table discussions and indicate the three best/most useful ideas heard at the round tables.

Discussion: A lively sharing session rendered not three but six “best/most useful ideas” from round table discussions: 1) imaginative scenarios such as “The Baroness and the Drawbridge” and “Alligator River”; 2) case studies; 3) evaluating web sites, movies, videos, television shows, and readings using “CARS;” 4) asking a question focusing on any common experience such as “Why does ice float?”; 5) Edward deBono’s “Six Thinking Hats;” and 6) Applying scientific analysis in non-science disciplines.

Data/data source: Round table discussions, personal files, textbooks

Action: Cluster members will email resources to cluster chair, who will distribute to entire cluster.

ITEM 2. PERT/PARCC/Common Core Standards

Discussion: Susan Bierster provided the cluster with updates concerning placement testing and the state’s initiatives for student achievement and retention.

Data/data source: Materials acquired at Council on Instructional Affairs meeting

Action: Susan Bierster will scan the documents explaining the initiatives and forward those files to cluster chair for distribution to the cluster.

ITEM 3. Textbook Selection

Discussion: Richard Resch from Pearson Publishing updated the cluster on revisions to the course portal and My Success Lab sites. He also encouraged cluster members to attend the First Year Experience conference in San Antonio, TX, in February 2012.

After Richard’s departure, the cluster discussed selecting a textbook in spring for Fall 2012 (2013-1). The group agreed that since last spring’s textbook selection had produced the following two finalists: *Keys to Success* by Carter, Bishop and Kravits (Pearson) and *Focus on College Success* by Staley (Wadsworth/CENGAGE), those will be the only two options the cluster will consider for fall implementation. The first and most important points to consider are student learning tools, teaching and learning support, and resources for fulfilling our learning outcomes. For example, several members of the cluster would like to see options for textbook access (online or hard copy), a pre-test and post-test,

review questions in the chapters, and online practice. The second important point is the quality of customer service provided by each publisher.

Since Pearson is providing My Success Lab access codes to our students free-of-charge this academic year (Fall 2011, Spring 2012 and Summer 2012), several cluster members agreed to utilize that site and evaluate it for the spring textbook decision process.

Data/data source: (where appropriate)

Action: The cluster chair will request information concerning online and hard copy resources from both publishing companies and then share with cluster. Cluster members will review and compare the two textbook options and be prepared to select one at the beginning of Spring 2012.

ITEM 4. Educational Plan

Discussion: Mark Hendrix presented his revision of the format of the educational plan form being used in the course. The group discussed the best ways to support the new college orientation process through the use of the educational plan.

Data/data source: Panther Web and personal teaching experience

Action: Mark will send his revision to the cluster chair, who will then forward it to the entire cluster. Cluster members should be careful not to implement changes in the plan which negatively impact our colleagues in academic advising and other areas of Student Affairs.

ITEM 5. FYE & Strategies – Guest: Dacota Stewart-Dick

Discussion: Dacota Stewart-Dick and the cluster members discussed the use of the Passport to Success in the fall term. Dacota announced that in the spring term all students attending an educational planning session will receive the passport; it will not be distributed in SLS1501 classrooms. She encouraged Strategies instructors to incorporate the passport into the course syllabus. The development of a new student convocation is being explored. Dacota also provided clarifying information concerning the FYE call for proposals, emphasizing the FYE focus on newly-developed modes of content delivery, expansion of learning communities, and SLS1501 adjunct training; any proposal to be implemented will first be approved by the Strategies cluster. She presented the ideas of student success teams and focus groups and voiced her support for an FYE structure which would include the SLS1501 Strategies for College Success course for all incoming students (rather than only for students placing into preparatory courses). The cluster was encouraged to hear that her goal for implementing Strategies for all students is Fall 2013 (2014-1). This FYE structure would also include orientations, the early alert system, and learning communities. Dr. Gallon has set these goals as his top priority in addressing student retention and success. The cluster suggested that Dr. Gallon incorporate questions about college success strategies into his exit interview discussions with students prior to graduation.

Data/data source: (where appropriate)

Action: The cluster members will formulate some additional feedback and questions to be sent to Dacota.

OTHER.

Attendance:

Freddie Bennett
Mark Hendrix
Pam Mason-Egan
Susan Bierster

Della Calcagni
Joyce Kevetos
Sophia Munro
Richard Resch

Colleen Courtney
Manny Larenas
Magdala Ray

Monica Hamlin
Richard Marshall
Jeannette Sullivan

Submitted by:

Magdala Ray
[name], Scribe/Chair

c. Minutes Distribution List