

Transfer Academy Faculty Team Meeting Notes
Monday, January 30, 2012
3:00 p.m. – 4:30 p.m.

Attended: Rosa Armendariz, Dave Belman, Kathy Cullar, Karl Debro, Kasey Gardner, Nick Garcia, Frances, Moy, Sharon Wellbrook, Kim Wentworth

1. Welcome
2. Karl is the point person for this group and wants to know what instructors need him to be for them.
 - a. Serve as concierge for problems, questions, etc.
 - b. Create and sustain a collaborative culture of high expectation and high support for Transfer Academy students, faculty, student services and managers
 - c. Shape an organic vision of the Transfer Academy
 - d. Bring WICOR into all classes
 - e. Plan/coordinate as much as possible for current semester
 - f. Plan ahead to fall 2012 and perhaps spring 2013
 - g. Influence the Transfer Academy Planning Team
3. Teachers introduce their courses
 - a. Sharon is teaching a BIOSC 10 in the fall with a hands-on lab. Could half of it be for the Transfer Academy?
 - i. The first day of her TA BIOSC 10 class was different than any first day she's ever had. They were all visiting and she had difficulty getting their attention. By the second class they were cooperative and she is very impressed by their attitudes and engagement. There are 50 students in her class.
 - b. Nick Garcia reported that everything is good so far. His class is half TA and half not TA, and they are working cohesively.
 - c. Frances met with all of the students last semester at least twice and did classroom presentations for AVID. In her office they worked on clarifying their goals. In some cases she referred them to the Career Center. She saw some who had questions or needed support more than twice. Some decided to do an associate degree rather than transfer. Has not seen TA students yet this semester. Tara is sending an e-mail to students today telling them to make their appointments.
 - d. Kasey is teaching basic public speaking.
 - i. Ronnie James was late today. Christa Luong was about five seconds late, which is still not okay. Elissa Suarez did not show up the first day and says she is dropping out to take phlebotomy.
 - ii. It seems there might be memory retention problems on the part of some students because about half of them didn't remember how to take Cornell

notes. Karl thinks Cornell notes need to be implemented across the board in all of their classes first semester.

iii. There is a participation deficit; the students talk to each other but not to Kasey.

4. AVID intro (ACM, time mgt, Cornell, Costa, etc.) See materials.
5. TA culture and intervention strategies (tardies, absences, etc.)
 - a. We have a culture of accountability so it is important to keep tabs on TA students.
 - b. Sharon does not take roll because this is college and she wants them to feel responsible. She sets students up in teams to whom they are responsible and from whom they can receive support. Not many are late but she doesn't stop them from coming in if they are. She knows whether they are there but doesn't write it down.
 - c. We only want to know about student issues that are really standing out as a pattern indicating they need intervention. We may not need to be as consistent about every rule in the second semester; we can begin taking the training wheels off.
 - d. We are learning how to create culture of expectation and support. Just coming out of high school, students need signs and signals in every class of what is acceptable and what isn't.
 - e. We want to support instructors in TA in a way that isn't burdensome; in fact it should be easier for them.
6. Dave Belman's report on fall data
 - a. More females in TA than at LMC as a whole
 - b. The number of African Americans is 6.7% below LMC as a whole.
 - c. Hispanic students are higher than LMC as a whole.
 - d. Course completion rates were higher than LMC as a whole across the board except for Math 34, which was more similar. Overall course completion rates were 12% higher.
 - e. Course success rates were 18% higher than LMC as a whole.
 - f. 57% of students got a 3.0 or better, 14 got a 4.0.
 - g. Students at 1.0 or less were dropped from program.
 - h. Nick has found that for 98% of students whose grades fall apart, there is a serious family issue involved.
 - i. Are we pushing students toward Honors and MESA? Some TA students have already looked into those programs.
 - j. The 27% between 2.0 or 3.0 might be a focus of the planning group in planning programs to help them excel.
7. Small group work
 - a. Several faculty are unable to attend meeting. How do we coordinate? How do we connect with faculty who share our students who have problems?
 - b. Arrange for a make-up meeting following each of these meetings for those who couldn't make it.

8. Ideas for retreat to plan fall 2012 semester
 - a. We have a lot of things for first semester. Is TA just blocked classes after that?
 - b. Professional development
 - c. How some are implementing AVID strategies in class
 - d. WICOR, what is it and are we going to use it?
 - e. Set out criteria of what makes a Transfer Academy class different for faculty. Nick would not want to assess any of those things because he already has enough to assess with CSLO's and PSLO's.
 - f. Students in TA are surrounding themselves with other students who share their goals and faculty, staff and mentors who will support them. What does that look like in the second year?
 - g. Mock applications for 4-year institutions in the spring before they apply
 - h. How do we change our students, our institutions, ourselves? Learning from each other.