

SECTION: 10
DATE: April 20, 2010

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for April 20, 2010 be received and placed on file and the Minutes of the February 16, 2010 meeting be received and placed on file.

STAFF SUMMARY

The topic for the April 20, 2010 Faculty Affairs Committee meeting will be a report on Autism Collaborative.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer
Provost and Executive Vice President

4/6/10

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

April 20, 2010
12:45 – 1:30 p.m.
205 Welch Hall

AGENDA

Regular Agenda

Section 10 Monthly Report and Minutes (*Regent Parker, Chair*)

Status Report

Presentation: “Autism Collaborative”

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

February 16, 2010
12:45-1:30 p.m.
205 Welch Hall

Attendees (seated at tables): R. Bullard, M. Evett, C. Gould, M. Higbee, Provost and Executive Vice President Kay, S. Moeller, R. Neely, M. Rahman, D. Selman, Regent Sidlik (Chair), Alida Westman

Guests (as signed in): D. Bennion, M. Bretting, T. Dallas, D. deLaski-Smith, A. Dow, J. Dunn, C. Foreman, K. Freedman-Doan, M. Jackson, G. Larcom, R. Larson, B. Lindke, K. Mehuron, A. Meyer, D. Mielke, E. Owen, C. Powell, M. Rotar, P. Young

Open Discussion: “Student Academic Success Efforts”

Provost and Executive Vice President Kay, welcomed those in attendance. He stated that at the heart of the continuing efforts to promote student success is the dedicated work of faculty and staff. For the last several months the Student Success Council (SSC) has worked tirelessly to review new and promising programs while, at the same time, spending time examining and improving existing programs. At the heart of the SSC’s initiatives is student-faculty engagement.

The SCC has worked with various partners, including the Holman Success Center, the Academic Advising Center, and other groups to create PASS: Promote Academic Survival and Success. Proactive, intermittent, and intrusive interventions—particularly during the vital first six weeks of a student’s first semester—were instigated for the 2009 freshman class. Mandatory PASS participation was implemented to foster an environment of learning. Placing the intervention at the start of the semester diminished traditional stress for first year students and encouraged higher grade point averages and student retention. Holman Success Center academic coaches worked with all PASS students in areas affecting student performance, such as peer culture, college environment, faculty contact, career choice, personal motivation, and organizational study skills. Advisors and academic coaches assisted students biweekly to help them determine how they learn, set goals, and identify issues contributing to their academic difficulties. Phone calls were placed by the Coordinated Student Advising Team to all students identified by the Early Alert Program as being in academic jeopardy, proactively advising them of their options. The Pathfinder program was implemented to pilot select forces within the College of Arts and Sciences. Emails were sent to first year students introducing them to General Education advisors in the Academic Advising Center and to college and departmental advisors. A Facebook fan page was created to provide students with regularly posted General Education messages and alerts. The Academic Advising Reference & Resource Guide was provided to all first year students, providing information for progressing from first year to graduation.

While the complexity of the variables make it difficult to precisely demonstrate cause and effect and assess how successful these interventions have been, all indications are that they are achieving their goals. Of the 2008 FTIAC group, 29.59% finished their first semester on Academic probations. Of the 2009 FTIAC group--similar in characteristics to the 2008 cohort—only 20.6% were on academic probation after the first semester. Further, the fall-to-winter retention rate of the 2009 group was 91.9%, compared to 87.49% for the 2008 group. Provost Kay remarked that, while he is pleased with this progress, more work is yet to be done. He called on *Lynette Findley, Assistant Vice President for Retention and Student Success*, to talk about programs that will be implemented over next couple of years.

Dr. Findley stated that during the current winter semester, of the fall 2009 FTIAC probation students who returned to campus 88% have already seen an advisor at both the Holman Success Center and the Coordinated Student Advising Team office. In addition, nine hundred and forty-three appointments have occurred in both of these centers during winter semester.

Of the four initiatives recommended by the SSC, three have already received some level of funding. These initiatives are as follows: First Year Seminar (FYS), consisting of two models—"Reacting to the Past," and first year seminars incorporated into the General Education Program, "Education for Participation in the Global Community"; purchase of an Early Alert system software and the addition of two more graduate assistants to the staff of the Holman Success Center; and the creation of an Instructor Guide for instructors of first year students. The fourth initiative—creation of user friendly and integrated academic probation, financial aid probation, and repeat courses policies—has not required any additional funding.

Dr. Findley called on *Chris Foreman, Director, General Education*, to share information on the First Year Seminars. Dr. Foreman, who heads up the General Education seminar model, and *Mark Higbee, Professor, History and Philosophy*, who heads up the "Reacting to the Past" model, are excited about the faculty who have volunteered to be part of these seminars, and have every confidence that there will be a meaningful pilot in place by fall 2010 semester. With regards to the Living Learning Communities (LLC) initiative, it was decided that full implementation by fall 2010 was out of the question, given that there would not be time to bring the necessary faculty on board. However, phase one--a strictly living community for first year students—will be implemented by fall 2010, allowing students to self select based upon interest and some of the areas of Learning Beyond the Classroom, such as leadership, service, career development, fitness, and health. Students interested in particular areas will be grouped together in the residence hall and programming will be designed to meet that particular need. Phase two—where the Living Learning Communities experience is tied to courses--will be implemented for fall 2011. A planning team, lead by faculty, will be developed by the end of this semester to get phase two of the initiative off the ground. The call for faculty will go out through Faculty Senate, requesting faculty representatives who want to bring in their expertise to help design this program. The call for faculty for phase one is limited to faculty that have expertise in the constant areas (e.g., leadership, service) in which people will be grouped. There will be assessment of the FYS and LLC initiatives built into the process, so that there will be data by the end of next fall semester to assist in making the initiatives more successful.

Dr. Findley stated that, in selecting an Early Alert software, the Early Intervention Subcommittee is considering such issues as ease of system access and usage, populations and courses that should be initially targeted, which and to what extent departments will be impacted, data tracking, methods to secure faculty support, who should have access, trend analysis, recommendations to students with attendance problems, and impact regarding FERPA regulations.

The Academic Support Services Subcommittee is working on a draft guide for instructors teaching first year students, which will be completed for review by April 1st. Included in this guide will be a section describing who is an at risk student. This information will be ascertained by looking at years of previous data on students who have at risk factors such as, probation versus non- probation; students who graduate versus those who do not; performance in incomplete, dropped, E, or withdrawn classes; and decided versus undecided majors. There will also be a section on best practices for working with first year students and pedagogies. Interns in the Department of Leadership & Counseling are working on collecting information from across campus on support services and resources for students and faculty. The Policies and Associated Programs Subcommittee is working on drafts for an academic probation policy and course repeat policy. Both drafts include evaluation criteria for term GPA and cumulative GPA. The draft policies are accompanied by an intervention guide that outlines the actions to be taken by the University and/or the student depending on the student's status within the academic probation policy. Finally, the committee is

pulling together test data to determine what impact these policies would have on EMU students and to assess if adequate resources are available to implement the policies and interventions.

Donna Selman, Assistant Professor of Sociology, Anthropology, and Criminology, and Member At Large, EMU AAUP, stated that the athlete progress report form sent out via email to faculty was quick, easy, and informative and asked if this is related to the software being considered by the Early Intervention Subcommittee. *Mark Jackson, Director Holman Learning Center* and chair of the subcommittee stated that Student Athlete Support Services is indeed piloting one of the software applications the subcommittee is reviewing, called Grades First.

John Dunn, Assistant Professor, English Language & Literature, Associate Director of First-Year Writing Program, and co-chair of the Student Success Council, has been working with the Division of Information Technology to produce a user-friendly class list to be used by instructors for taking attendance during the semester. *Mahmud Rahman, Professor, Accounting and Finance and Vice President Faculty Senate*, asked if the roster has the capability to include photographs of students. Dr. Dunn stated that while it currently does not, that could certainly be considered as a possibility for the future.

Alida Westman, Professor, Psychology, and Secretary, Faculty Council, stated that it would be beneficial to look at the classes in which students on probation have high failure rates, such as Speech. *Mark Higbee, Professor, History and Philosophy*, stated that the main problem in speech classes is the failure of such students to attend class on the day on which their required major component is due, at which point intervention could prevent a cascade effect. Dr. Jackson commented that two perspectives should be considered: a course based approach that targets a high-risk course and a population based approach that targets new students. With the new student approach, one of the intents is to build skills such that when students move to sophomore year they are already familiar with the resources available and can quickly address their challenges. The course-based approach includes addressing issues quickly, which raises the challenge of getting access to the information necessary to flag a student's performance and/or attendance as a problem. Dr. Foreman stated that the highest failure rates in Speech are in the lecture and recitation sections as opposed to the stand-alone speech courses, which have a much smaller cohort. *Michael Tew, Professor, Communications, Media, and Theatre Arts*, who oversees the speech courses is working on eliminating the recitation sections and moving exclusively to the stand alone format.

In response to a question on using card swipes in large classes, Dr. Jackson stated that such technology is expensive and requires faculty to be on board with using the software. He stated that use of clicker technology not only gives students immediate feedback, but records who is present in class. He also commented that with two thousand freshman a year, a lot of resources are required to make calls to those with attendance problems. Regent Sidlik brought up the importance of preparation for college life via student orientation sessions and Dr. Findley mentioned the practice of teaching early success strategies online before freshmen arrive on campus. Dr. Dunn cited his experience in the First Year Writing Program as demonstrating the need to shift the dynamic from policing attendance to emphasizing the desire to have students in class and the positive outcomes of attendance.

Regent Sidlik thanked those present and adjourned the meeting at 1:30 p.m.

Respectfully submitted,

Winifred Martin, Administrative Secretary
Academic Affairs

Collaborative Student Success Strategies

Fall 2010 and beyond

At the recommendation of the Student Success Council (fka Retention Council), projects are underway to enhance the learning experience for FTIAC (first time in any college or university) students. Our primary goal is to provide these students with the knowledge and skills to succeed academically at EMU, and to do so by fostering connections among students, faculty, disciplines, and the campus community. First-year Seminars and Living-Learning Communities have both been identified as initiatives with great potential for increasing student retention, decreasing the number of students on probation, decreasing the amount of time students need to graduate, and improving graduation rates.

First-Year Seminars

Type 1 - First Year Seminars built into existing Gen Ed courses [FYS/G]

Timeline: Develop and offer up to 10 sections Fall 2010 [promoted during Fast Track 2010]

Description: FYS/G is a first-year seminar implemented within the existing framework of EMU's General Education Program, "Education for Participation in the Global Community." Each seminar would meet a General Education requirement with a set of first-year seminar outcomes integrated into the course content. All tenured or tenure-track faculty are invited to participate. Interested faculty must be scheduled to teach an already-approved Gen Ed course for Fall 2010, or must be able to rearrange their Fall 2010 schedule to include the teaching of an already-approved Gen Ed course.

Implementation: All interested faculty should express their interest by Friday, February 12th. All selected courses must receive departmental input and approval.

Assessment: Faculty selected to participate will engage in professional development and assessment initiatives to determine student achievement of learning outcomes.

Type 2 - First Year Seminars using the Reacting to the Past pedagogy [FYS/R]

Timeline: Develop and offer up to 10 sections Fall 2010 [promoted during Fast Track 2010]

Description: FYS/R is a first-year seminar based on the "Reacting to the Past" pedagogy. The "Reacting to the Past" role-playing, game-based pedagogy is used around the country, and is an active learning, highly interactive, intense introductory-level course. The aim is to improve first semester students' academic skills and enhance their chances of a successful college career at EMU. All faculty and full-time lecturers are invited to participate.

Implementation: All interested faculty should express their interest by Friday, February 12th. All selected courses must receive departmental input and approval.

Assessment: Faculty selected to participate will engage in professional development and assessment initiatives to determine student achievement of learning outcomes.

Collaborative Student Success Strategies

Fall 2010 and beyond

Living-Learning Communities

Phase One: First Year Residential Communities—Living Communities

Implementation Timeline: Fall 2010

Description: First year residential communities (FYRCs) are formed with first year students living in small residence hall communities. Students select a theme focused on one of the Learning Beyond the Classroom (LBC) categories from the EMU General Education Program and are assigned to live together in these groups. Categories include Leadership/Service, International/Multicultural, Fitness/Health and Exploration of Careers (LIFE). FYRCs will be launched at Fast Track, beginning March 8, 2010 and continuing through mid-July.

Implementation Team: EMU Housing Staff will develop and implement the FYRC program. DSAEM staff will collaborate on co-curricular program support and academic success support. Faculty with content expertise in the four LBC areas will be invited to consult to develop program content. Faculty who are selected to teach First Year Seminars (FYS/G and FYS/R) will also be invited to participate in residence hall programming.

Assessment: A cross-divisional assessment team will develop and implement an assessment process to determine and track student success. The Phase One implementation of FYRCs is designed to lay the ground work for the more extensive student success strategy called Living-Learning Communities.

Phase Two: First Year Residential Communities—Living and Learning Communities

Implementation Timeline: Fall 2011

Definition/Description: "Learning communities intentionally link or cluster two or more courses, often around an interdisciplinary theme or problem, and enroll a common cohort of students. They represent an *intentional restructuring* of students' time, credit and learning experiences to build community, enhance learning, and foster connections among students, faculty, and disciplines. At their best, learning communities practice pedagogies of active engagement and reflection." [Learning Communities: Reforming Undergraduate Education](#). (2004).

Students are typically co-enrolled in three sequential, existing General Education courses, with ENGL121 or CTAC124 linking the courses through common assignments. These same groups of students (typically 15-25) are co-assigned to the same floor of a residence hall. An Undergraduate Peer Advisor (PA) serves as the "linking agent" between faculty and students to integrate the three courses with various co-curricular experiences.

Implementation: EMU faculty will lead the Living-Learning Communities planning process. The planning team will be established by the end of the Winter 2010 semester, with actual planning starting Fall 2010. Collaborators include University Housing staff, co-curricular program staff, and University Registrar.

Assessment: A faculty-led assessment team will develop and implement an assessment process to determine and track student success.