



Minutes from Strategy Team on Transitions to Academic Success Meeting 12/7 1-2:30pm

Present: Wendy Leeman, Kevin Mitchell, Bill Zannini, Margaret Pothier, Lisa Mahoney, Paul Cavan, Trish Schade, Kristi Arford.

- A. Emily Gonzalez will co-lead the group with Trish next semester.
- B. Brainstorming on our next steps for Spring 13—we discussed:
 - I. The need for reading instruction in the disciplines, how students are unprepared for college-level reading. Kevin brought up the example of students not reading directions during Chem. Lab and how that interfered with their success. He recognized that it might be an appropriate use of talk to text, just to get students to read directions thoroughly.
 - II. Different ways of disseminating the RA strategies. A good many of the team wanted to try out the strategies more intentionally in their own classes before approaching colleagues in their discipline.
 - Wendy mentioned taking a one on one approach to spreading RA. She is planning on sitting in on a history class and seeing if she can figure out ways to incorporate some RA strategies
 - Bill Z will be using talk to text in his BUS 101 class next semester and doing a pre/post Curriculum Embedded Reading Assessment to measure progress. We will work on tweaking the rubrics to be geared toward business.
 - Kevin Mitchell will be using some metalog journals and talk to text on directions in the lab to measure if there is an improvement on student performance/understanding.
 - Kristi Arford will be using some of the double entry journals in her Anthropology class. She is planning on trying the journaling in one of the classes, and not another (to have a control group) to measure the effect the reading strategies have on student success.
 - Lisa, Margaret, and Clare are all using the RA strategies in their Basic Writing classes and College Success and will incorporate a pre/post to measure progress. (is this right?)
 - Paul Cavan will continue to use talk to text in Criminal Justice 101. Would a pre/post assessment work here too? Also, do you want to tweak the history CERA rubric to be more appropriate for Criminal Justice?
 - Trish Schade will work on going into people's classrooms and supporting their work in assigning reading, to be more intentionally a coach for faculty who want to try the reading strategies out in their classes.
 - III. We want to plan another workshop at the end of the semester to facilitate incorporating reading support for students in freshman level courses.
 - IV. We also discussed using department meetings to let our colleagues know about our work and to run small workshops toward the end of the semester after we have had a chance to use the strategies more intentionally in our classes.

Meeting adjourned 2:30pm