



**Trinity Valley Community College  
Learning Initiative Council/SACS Leadership Team  
Joint Meeting Agenda, October 6, 2006  
2:00PM LRC 246**

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Present: Jeremy McMillen, Kay Pulley, Wanda Mayes, Russell Self, Linda Gann, Janet Lumpkin, Judy Callicoatt, Vicki Dossett, and iris Reeves

Not Present: Rob Risko, Terry Spurlock, Eric Moseley, Leadership Committee invited but not able to attend

Guests: Donnie Fulford, Faculty Association President and Dr. Larry Jaques, Learning Lab Coordinator

1. Approved 5-12-06 and 9-22-06 minutes, moved and Seconded.
2. Jeremy McMillen and Kay Pulley led discussions regarding SACS Committee members.
  - A “Reaffirmation Committee” member list was provided to all. Two of the 10 members will not be here; the Observer Patricia Goodman and David Carter the SACS rep from our previous SACS visit. Dr. Cardell will be the SACS Rep for this visit. The Chair Steve Thornburg has experience in these visits as does Bob Smallwood the QEP Lead Evaluator.
  - He also explained the role the TVCC SACS Logistic Team will play and identified the members. A number of names were discussed as possible volunteer drivers.
  - The SACS team activities will begin Tuesday 10/24 @ 1pm, all activities end Thursday 10/26 @12 noon.
  - Council should plan to meet w/SACS team Tuesday 4-5:30 pm, Wednesday 9-9:50 am will probably be individual interviews (you will be notified if you are chosen), and 10:15 to 11:45 a.m. for group discussions on QEP. The next time everyone should be present is at the Exit Conference (Student Union Ballroom). Anyone from campus can attend.
  - Introduced list of 19 questions sent to SACS this week and a schedule for the visit (copies to the group), we may hear answers to some of these during exit conference. Council members will be the TVCC staff who are primarily involved with the committee.
  - Council will identify sections of QEP needed and send requests to Iris for reproduction.
  - Council members, students and faculty will meet with SACS team during scheduled interviews and lunch.
  - Recommendations for faculty (not on this council and/or involved in creating the QEP) were offered. We select students for lunch but any student on campus can be questioned. (If we need the list go back to counter 04400)
3. **Reading Team:** Larry Jaques Learning Lab status report.
  - Students are coming in when they know tutors are scheduled. Computers are not being utilized much by lab students unless they have specific assignments.

- The lab has operated for 6.5 days serving 111 students. Most of the students (62%) have sought aid on Tuesday; the rest (38%) came in on Fridays.
  - Top subjects tutored in Math and Reading.
  - 90% of student participation is from 10am to 5pm. 70% occurs 1-4 pm.
  - Most of students are repeaters; he is seeing the same faces come through.
  - Larry is holding 30-minute workshops upon request. (Coaches have made requests).
  - Vicki Dossett suggested that the Lab schedules and usage statistics be put in the school newspaper
4. Kay Pulley announced that the Peer Tutoring Lab has gotten College Reading Learning Association (CRLA) certification.
- Larry is working with this group also, his efforts combined with the other Peer tutoring training is allowing our tutors to get their CRLA certification.
  - The computers in the lab are not utilized much by the Learning Lab students so the Peer Tutoring groups from TRIO area who have little access to computers should come over on Tuesdays and Fridays to use the Lab computers.
  - Introduced the Log for all teachers participating in Learning Initiative to fill out. Completed logs are due Oct 13 . They will receive a 2<sup>nd</sup> log covering the rest of the semester. Log has been distributed to everyone in mail boxes
  - New email addresses for Larry and for the Lab.

Action Item: The Lab schedule in the paper does not say “Athens” There may be some confusion with students thinking the schedule applies to other campuses. Check website and correct if needed also add Athens to the printed copies of the schedule (Jeremy)

5. **Assessment Team: Vicki Dossett gave brief on “Discipline Specific Reading Tests”:**
- The five Disciplines we have been working on (Speech, History, Psychology, Biology, & Intro to Nursing) – after In-service we gave 8 pre-tests.
  - Primary purpose of this testing is to determine how students read the course text at the beginning of the course. This will give the teachers a chance to intervene.
  - Chip Chilton is pairing his poorest testing students with the best, will test again to see if results improve.
  - Beginning to work on the Post-test; trying to make the post-test match the pre-test. Post-test should cover information not covered by the teacher because we do not want to try and measure how well the subject was taught. We want to see if students made a reading gain simply by being in a reading intensive college course.
  - A number of teachers have signed up for course specific testing spring 2007 (Government 2301, Bus Education, Biology 1322, Geography, Computer Science 1301 possibly 1336)
  - Vicki expressed concerns that we may be *testing-to-death* (over assessment) which prompted group discussion
  - Kay Pulley gave brief report on recent Assessment Conference attended where a speaker reported that every new teacher goes through the Academy. That might be a solution to our anticipated influx of new instructors.

- Collegiate Assessment of Academic Proficiency CAAPS test will be done for graduates again this fall. Maximum number of tests we can do is 100 (very expensive). far she and Collette Hilliard have identified 41. If we combine 2006 & 2007 we only need 59 more graduates to test. In previous testing we got the highest volume of input from classes where the test was mandatory.
- We will also be doing the CCSSE again this coming spring

**6. Academy Team: Linda Gann report on “Learning Day” and “current Academy”**

- Learning Day was a success, positive feedback was the norm. Some want us to do for In-Service in the Spring. It was so good that she worries it may be difficult to match this success next time. We will probably keep it a Fall event though.
- The Learning Day format is set, we know what works. A surprise to some was that we had such accomplished speakers on campus. The decision not to import a speaker paid off.
- Others not normally included could have benefited from the training (i.e. Student leaders and Administrative Staff). People have been asking for similar training. One solution is to recommend they view the session recordings. Ben McCartney recorded all sessions
- We cannot always have Charles Gann as our keynote speaker so we need to identify speakers for upcoming Learning Days.

**7. Engagement Team: Janet Lumpkin report on “Student Networking Workshops”**

- Teachers are making the effort to work these into their schedules
- Discussed how to measure “the good things” that are happening as a result of the workshops
- Students who participate seem to be enjoying their classes more and attendance is good
- Discussed examples of some of the most effective tools in her experience that successfully engaged students; i.e. a video created by students on young children reading.
- We will video sessions here to make available to all classes.

**8. Reading Team: Wanda share CRLA meeting plans**

- Wanda is scheduled to attend National CRLA with the Developmental Educators and Texas CRLA conference 18 – 21 October. She hopes to make more valuable contacts; a number of the people we invited to join the SACS Reaffirmation team will be there.
- Jeremy reported that Elizabeth Starek has gotten our TRIO the CRLA certification. The CRLA certification and tutoring labs are a direct result of the workshops in the Fall In-service.

**9. Kay report on “PODs” and “Great Explanations”**

PODS

- Distributed copy of POD report to all members. We now have 5 active PODS
- Tutoring Lab is open Tuesdays and Fridays but some faculty teach at the prison or they are not here on those days so they have volunteered to offer

their own. Now we can tell students that even though the lab is closed we can tell students where to go for help.

- Russell Self wants to initiate some basic mathematics skills PODs perhaps record classes and make available to students that need help with that subject.
- Instructors have been good about student not enrolled in the class sitting in on their PODs. A good example is Alvis Montrose's welding class.

#### Great Explanations

- We have 11 faculty working independently to develop new ideas and concepts. One of them, Roberta Walden has developed some PowerPoints and websites that will also help her online students. We need to put something out for our distance education students.
- Russell Self began discussion of grants to finance video taping actual classes versus lectures. We do have the facilities to make the recordings here.
- Jeremy reported that every student can have a login to WebCT. This will give them all access to the material. Another benefit is that we will be able to track usage. The plan is for us to be able to do streaming video. For now we can record and bundle lectures. Distance education students could receive the lectures by regular mail. To access a subject they are not enrolled in, we would have to establish a "class" for non-students.

#### Texas A&M University Assessment Conference

- Conference information distributed to the group. If there is any interest let Kay know, we may be able to help. Registration deadline is February 8, 2007. Four TVCC people attended last year and it was worth the trip.

**10. Next Meeting: Friday, October 20<sup>th</sup>, 2:00PM, LRC246**

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