

- Call to order – 2:00
- Welcome
- Election of recorder
- Election of chair-elect
- Brief discussion of charge
 - Working with the faculty affairs committee and Student Academic Enhancement committee, develop and recommend plans to increase student retention through effective teaching and resource allocation.
- Presentation of last year's survey results by Dr. Moore
- Discussion of ideas to address our change (See Weblog)

- Another factor is virtual face to face classes. I know we're in a pandemic, but technology is here to assist us. More mandatory, not optional Zoom or Teams meeting can be implemented to ensure students are still engaged. I have spoken to students and classmates. The majority says self-teaching has grown since the virus.
- Saving and recording Zoom and Teams meeting with be beneficial because students can always back trach or reflect on what they missed.
- All online professors need to provide regular synchronous meetings with students, especially freshmen who are taking remedial classes.
- Notifying Students/Midterm grades
 - Other ideas is that taking action on at risk behavior in the classroom before it's too late is of crucial importance. Advisors, Professors, and Students need to be notified of where students stand in the classroom. Being notified means giving information in detail, not just letter grades. Numerical grades can help students to determine what they need to excel. Taking action early allows intervention to take course.
 - Create an "auto-magic" email notification to students when midterm grades are posted and they are failing a class.
 - Instructors should contact individual students if Mid Term grades are deemed unsatisfactory. Personal contact with students can go a long way
- Faculty development
 - Annual Faculty Development Workshops need to include practical resources and instructional strategies to promote student retention.
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- In our cohort setting, the juniors in the Teacher Education Program are matched with seniors to serve as buddies/(mentor/mentee relationships). In my literacy courses, assignments are created to make sure juniors and seniors remain in contact and encourage each other in completion of projects.
- Surveys
 - Have we done any kind of research - polling etc. on campus to ask the students what they think that they need? I know we all talk to our students, but I wonder if we'd get reliable information if we did some kind of survey?
 - Is it possible for us to review the survey results that Dr. Moore collected last year about teaching resources that are currently available across our campuses? This might help us formulate a response to Dr. Matthews' charge. *(Note: Thank you for this suggestion! Dr. Moore will be presenting this to us during our meeting)*
 - Student exit interviews for each program.
 - Attain student survey data on what they recommend from faculty and others in student retention.
- Other ideas
 - Evaluate the website to determine how well its current structure meets the expectations of students. Current structure seems to be arranged around administrative departments. Assumptions are made that students know (a)4r)4url-optttaretatn

intellect, but too much of it is unfavorable to memory. As students, achieving a grade is all that matters, so memorizing something for a test is all that matters. Focusing more on making sure students can apply the material is imperative. Enforcing the application of material inside and outside the classroom is substantial. Ways that can help is issuing assignments that require students to experiment the classroom material with their reality. Questions among college students while taking classes: "Will this help me in life" or "Does this really matter". Being more creative with teaching and challenging those questions by apply it to life is profitable.

- We must look at our situation right now and come to terms that even professors need help. Sharing the work load among each other can be beneficial. Covering team meetings for a class that may not be theirs is possible, especially if it's in the same field or major.
- Establish a transparent process for end-of-year budget requests. Involve members of this committee in that process.