



Northland Community & Technical College TRF Division Chair Meeting

December 8, 2009

3:00 pm.

Room 545

MINUTES

Attendees: Norma Konschak, Linda Samuelson, Andy Mueller, Tishara Melcher, Tim Reuter, Sue Field, Dorinda Sorvig, Dean Dalen and Lori Johnson, Recorder

Topic	Responsible Party	Discussion/Outcome
Call to order		3:00 pm.
1. Prerequisite Courses	Dean	<p>Not offering the required prerequisite courses for upper level courses on the schedule: Calculus I – Pre-req: Trig. & College Algebra <u>OR</u> Pre-Calc. Trig. not offered.</p> <ul style="list-style-type: none"> • Need to revisit prerequisites. • Should we offer classes when we don't offer the prerequisites? • Lyle Batton proposed Trig on line for fall 2009 as a 1st half (8-week) course with College Algebra 2nd half (8-week) course – classes were not scheduled as proposed.
2. Media code Definition Review	Norma	Norma provided a handout "Media Code Definitions Review" - Basically proposed guidelines for coding Online/Hybrid/Web-enhanced/Classroom-based courses.
3. Developmental Math Enrollment		<p>Report submitted by Rocky in response to email from Ralph Cox (attached to minutes).</p> <p>I believe the three sections of Math Foundations on the TRF campus were all full quite early in the Fall enrollment period (max of 75 seats). The attrition that may have happened in one or two of the sections are from retesting or whatever else may have happened in the first week of classes (resulting enrollment, I believe is 71 of 75).</p>

		<p>The Intro Algebra (section 000771) was enrolled at 26 of 25 through the first day of classes. Why 5 people dropped on 8/24 and one on 8/25, I am not sure at this point. The other section (770) had 4 students drop during the first week and two drop on 9/4 (I have not checked those two student's files as to the how/why they were dropped after the drop date). There are 13 of 25 enrolled at this point.</p> <p>In the Pre-College Algebra, 6 students dropped the course during the first week of classes. The enrollment stands, at this point, of 18 of 25.</p> <p>The Intermediate Algebra is dependent upon, of course, the enrollment in the first 1/2 semester course of Intro Algebra and the enrollment is 26 of 25 in one section and 15 of 25 in the other. In the second section, 4 students were dropped in mid-October and, we are assuming, this is a result of the students doing poorly in the first half class and, therefore, cannot take the second half. Four students had dropped that section during the first 5 days of the term.</p> <p>This may be a combination of factors: not enough sections of developmental math courses being offered, students being reluctant in taking math generally, students being reluctant in taking one instructor over another, test outs that could happen during the first week or other times of the term, when the sections of developmental math is being offered during the term, a reluctance of the students in taking first 1/2- second 1/2 courses every day of the term, or students generally just switching courses as they do.</p> <p>As far as the number of math sections being offered - we will have to look at reviewing this (the numbers of sections and the times of the day these are being offered). Generally, by having sections "on reserve" does little for the students that look to take a developmental math course but find them full or not fitting the times needed, and then choose other course to fill their schedule. These students rarely will come back to "add" a developmental math course once they have the schedule built for the term.</p> <ul style="list-style-type: none"> • Are more sections needed? (Intro/Intermediate/Pre-college Algebra) • Will refer to the Developmental Ed Committee and invite Ralph to the next meeting to discuss. • Dean will pull data from Accuplacer testing.
4. Body Wrap Certification Program	Tishara	<p>Tishara proposed possibly offering a "Body Wrap" certification – 3 credits</p> <ul style="list-style-type: none"> • Not regulated in State of MN • Would not be financial aid eligible • Possibly offer during summer or evenings
5. FY11 Schedule		<p>FY11 Schedule was discussed</p> <ul style="list-style-type: none"> • Norma will send memo to faculty – schedule will remain the same as FY10 with changes noted per Liberal Arts scheduling meeting. • AMDS – tentative schedule • COSM – tentative schedule

		<ul style="list-style-type: none"> • Summer schedule <ul style="list-style-type: none"> ○ Comp II worked well offering ITV ○ Dev. Math should not be offered ITV ○ Offer same ENGL classes as FY10 summer <p>Spring 2010 classes:</p> <ul style="list-style-type: none"> • May need another section of Comp I – Andy will check for preferred time for additional section. • Drop date for online classes is December 21st <ul style="list-style-type: none"> ○ Spanish II will run ○ Intercultural Communications? • Drop date for on campus classes is January 4th
6. Spring Meeting Schedule		<p>Proposed meeting schedule for Spring 2010:</p> <ul style="list-style-type: none"> • January 12th • January 26th (APRC Meeting?) – Conflict with Faculty Meeting (Norma will talk to Mary Jo to see if Faculty Meeting can be rescheduled) • February 2nd • February 23rd (APRC Meeting?) • March 2nd • March 23rd (APRC Meeting?) • April 6th • April 20th (APRC Meeting?) • May 4th <p>Andy will check to see if above dates will work for APRC Meetings.</p>
7. Next Meeting Agenda for Next Meeting		<p>The next meeting will be held on Tuesday, January 12th at 3:00 pm in room 545.</p> <p>Schedules/Advising – Lisa Bottem be invited to join group to discuss what areas are problematic.</p>
Adjourned		3:50 pm.

Email from Ralph Cox regarding Developmental Math enrollment:

I would like to share the following information with you regarding differences in the developmental math enrollment on the two campuses. The placement policies are the same and yet you will see that enrollment numbers are quite different.

TRF	Enrollment Demographics	EGF
72%	19-26 years old	71%
45%	Male	41%
55%	Female	59%
1035	Full Time	1002
418	Part Time	440
TRF	Developmental Math Fall 2009	EGF
71	Math Foundations	184
34	Introductory Algebra	100
18	Pre-College Algebra	63
123	Total	347

The demographic data has been taken from our website and the enrollment data from the class schedule numbers from last Fall 2009. I have not yet looked at the Spring 2010 numbers, but based just on the different number of sections being offered on each campus, I believe the trend will continue.

What, if anything, is being done differently between the two campuses to generate such a difference in developmental math enrollment? What, if anything, are the consequences? Are student success rates any different? Retention rates? Graduation rates?

I was just looking at the data and thought it might be worth discussing.