

Present: record of attendance is missing

Time	Agenda Item, Who	Outcome/Follow-up
3:50 pm	Approval of March minutes, Rob	Minutes approved
	Update on study abroad at AES, Bryan	Bryan and Misty have a list of students who they are in contact with.
	Request for volunteers: Rob for Ambre	Reviewers for ICSP scholarships: Volunteered: Ron, Misty, Ann
	Multilingual signage on campus, Rob	<p>Rob explained and shared results of his LING 399H class's survey of attitudes toward multilingual signage on campus. See attachments.</p> <p>Several members reminded us of the multilingual Welcome signs that we had provided for faculty two years ago—we need to print more of them and distribute.</p> <p>No vote was taken for specific action, but committee members were in favor of following up by contacting relevant facilities services to discuss replacing or adding to temporary event signage to reflect the multilingual competences of the WOU community as well as other steps that received favorable responses in the survey.</p>
	Effects of INTL admissions shift, Rob	<p>Rob presented the following information:</p> <p>Effects of the international student admissions shift from incoming freshmen to transfer students</p> <ul style="list-style-type: none"> -INTL student English proficiency requirements for admission to WOU were set several years before the above shift started -Initial strategy for INTL student academic support included: <ul style="list-style-type: none"> -first term: WR115 INTL (4), LING 136 (4), ICS 110 (2) [ICS 110 requires participation in Conversation Partners, visits to English Tutoring Center, and Writing Center] -for several years we filled 17 to 19 sections/year of these courses (350 students) -2015-16 & 16-17: offered same number of sections, but greatly reduced enrollment (220 ss) -2017-18: not enough students to offer WR115 or LING 136 in winter. Very small for Spring. Total 12 sections (fewer than 200 ss) <p>Brainstorming/discussion of potential solutions:</p> <ul style="list-style-type: none"> • Talk to faculty who teach the transfer students to ask about their perception of students' needs.

		<ul style="list-style-type: none"> • Talk to students and/or give a survey to see what their perceived needs are. • If some kind of extra, non-credit (possibly online) course or workshop can be offered, can an advisor's hold be put on students' accounts until the course is completed? • Could a 1-credit version of ICS 110 be created for 3+1 students? • Maintain close communication with their INTL WR instructor to encourage students to sign up for Conversation Partners • Provide graduate office with flyers of services that are available for new INTL students. • Look at some Study Abroad models for orientation to new academic environments • Get TEFL students more involved with the transfer students and/or set up a peer mentor program • Can we create a 3xx-level English language course for 3+1 and 2+2 students who enter with less than 5.5 on the IELTS—possibly a 2-credit course?
5:00 p.m.		Meeting concluded