

Minutes

QEP Implementation Team Meeting

S-117

July 6, 2012, 11:00-12:00 p.m.

Eileen DeLuca	<i>Present</i>	Myra Walters	<i>Present</i>
Kathy Clark	<i>Present</i>	Kristin Zimmerman	<i>Present</i>
Tom Rath	<i>Present</i>		

1. Subcommittee reports:

- **Marketing:** The Marketing subcommittee has film footage of student and faculty testimonials from SLS 1515 sections on Lee Campus. Eileen was able to view the raw footage which includes positive messages from students and faculty. Amy Teprovich has scheduled more filming for the HOPE Scholars SLS 1515 sections. A video will be produced to be shown during Convocation.
- **Training and Development:** Rebecca Gubitti met with Michelle Fanslau this week and they have begun scheduling Summer B, Convocation and Fall trainings. Rebecca has been in contact with stakeholders from all campuses.
- **Peer Architects:** Peer Architects have been hired for Lee Campus and some have begun working summer events. Check out: <http://www.edison.edu/fye/peerarchitects.php>. Tom reported that there are two potential candidates on Charlotte campus. Eileen will ask Whitney to touch base with Linda Johnsen on Collier Campus.
- **Orientation/Advising/Registration:** Kristin and Eileen reported that the data from Lee Campus (provided by Whitney Rhyne) has shown that most students who are required to take SLS 1515 have been successfully enrolling in the course. Kristin is working with advisors to make sure they are contacting students who should be enrolled. Kristin is also working on a form letter communication that students would receive to alert them of the need to enroll. Also, she is working with the Orientation Team to make sure that students who are required to take the course understand that it is, in fact, a college requirement and not just a "privilege." Kristin has reached out to Dr. Gilfert and Dr. Davis regarding consistent messages across campuses. Tom suggested also contacting Andre Jones on Charlotte.

- QEP Assessment: The QEP Assessment is continuing to review spring 2012 data. Rubric data from Spring 2012:

Critical Thinking Journal: The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.

- Clarity: 59% of the students received a "3" or higher, falling 11% short of the stated goal. 22% received a "4" or higher exceeding the stated goal by 2%.
- Accuracy: 72% of the students received a "3" or higher, exceeding the stated goal by 2%. 29% received a "4" or higher exceeding the stated goal by 9%.
- Relevance: 90% of the students received a "3" or higher, exceeding the stated goal by 20%. 50% received a "4" or higher exceeding the stated goal by 30%.
- Significance: 83% of the students received a "3" or higher, exceeding the stated goal by 13%. 41% received a "4" or higher exceeding the stated goal by 21%.
- Logic: 72% of the students received a "3" or higher, exceeding the stated goal by 2%. 31% received a "4" or higher exceeding the stated goal by 11%.

Myra commented that the "Clarity" criterion includes use of Standard English. She noted that nonnative speakers of English struggled with achieving this criterion. The group discussed providing more support for nonnative speakers, for example, allowing them to seek help in the College Prep Center labs where the Instructional Assistants are better trained to provide support to English language learners. Eileen will discuss this with the Director of Academic Support Programs, Monica Moore and the FYE Coordinator for consideration for planning FYE workshops for fall 2012. In addition, new "EAP Transition Services" will be provided in fall 2012, to be overseen by Dr. Mireille Lauture. This program will help bridge the gap for nonnative speakers of English who are enrolled in credit course.

The committee discussed the need for a shared understanding of an "Academic Success" model that can be implemented district-wide. A team to include the VPAA, VPSS, Dean of College and Career Readiness, Director of Academic Success Program, Discipline Chairs and other stakeholders will meet early in fall 2012 to work on defining the model. The Office of Financial Services is already working on a plan to transition key academic success positions off of lab fee funding to ensure all students can access services and to ensure appropriate coverage on all campuses.

Myra also discussed how some instructors graded grammar more strictly than others (which was a topic of discussion at the rubric standardization session in March). The lead faculty will want to continue working with the faculty to work towards and standard manner of scoring the "Clarity" criterion.

Final Essay: During the spring 2012 semester, rubric scores were submitted for each section of SLS 1515. The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.

- Clarity: 75% of the students received a "3" or higher, exceeding the stated goal by 5%. 28% received a "4" or higher exceeding the stated goal by 8%.
- Accuracy: 76% of the students received a "3" or higher, exceeding the stated goal by 4%. 36% received a "4" or higher exceeding the stated goal by 16%.
- Relevance: 86% of the students received a "3" or higher, exceeding the stated goal by 16%. 48% received a "4" or higher exceeding the stated goal by 28%.
- Significance: 76% of the students received a "3" or higher, exceeding the stated goal by 6%. 41% received a "4" or higher exceeding the stated goal by 21%.
- Logic: 79% of the students received a "3" or higher, exceeding the stated goal by 9%. 43% received a "4" or higher exceeding the stated goal by 23%.

The group discussed how the clarity scores were higher for the final essay, which may demonstrate that students were benefitting from instructor feedback during the term and therefore, by the final essay their clarity was improving.

Group Project (Success Strategies) During the spring 2012 semester, rubric scores were submitted for each section of SLS 1515. The students' achievement of each dimension (Completion of the problem-solving template, Timeline for Project Completion, Demonstration of Effective Group Communication Skills, and Presentation) of the rubric was measured on a 4-point scale.

- Completion of the problem-solving template: 98% of the students received a "3" or higher, exceeding the stated goal by 28%. 44% received a "4" or higher exceeding the stated goal by 24%.
- Timeline for Project Completion: 89% of the students received a "3" or higher, exceeding the stated goal by 19%. 37% received a "4" or higher exceeding the stated goal by 17%.
- Demonstration of Effective Group Communication Skills: 85% of the students received a "3" or higher, exceeding the stated goal by 15%. 46% received a "4" or higher exceeding the stated goal by 26%.
- Presentation: 86% of the students received a "3" or higher, exceeding the stated goal by 16%. 52% received a "4" or higher exceeding the stated goal by 32%.

The Group Project Rubric will be standardized in fall 2012. While the students in general performed well on the assignment, Myra suggested that students may need more training in working in a group and communicating well in a group. This idea will be shared with the FYE Coordinator for consideration with FYE programming. Eileen will also work with the program specialists to make sure additional technology workshops are available for students who want to use Power Points or Digital storytelling in their final presentations.

2. Steve Piscitelli Feedback: The committee had many positive comments about the Steve Piscitelli workshop: Engaging First-Year Students: Establishing Purposeful connections. 85 faculty, staff and administrators participated in the training. Piscitelli did a good job of creating a program that was relevant to personnel from many different departments and disciplines. He provided a user-friendly model of Critical Thinking and led the group through an exercise where we had to think critically about responding to the needs of first-year students. Myra felt that the day-and-a-half time frame worked out well allowing for coverage of content, and time to reflect. Eileen was pleased that Piscitelli designed activities that really responded to the objectives she and Dr. Gubitti had set for the conference. The committee discussed plans for future summer workshops and the need to balance theory and practice by bringing in a variety of speakers. Myra also suggested that a workshop's success depends on how much communication takes place between the college and the consultant. She suggested that if we bring other fellows in (such as Nosich or Tinto) we will want to make sure that we communicate our objectives to the person so that they can tailor the workshop to the audience as Piscitelli did.

3. Dr. Martin Tawil has accepted the SLS Faculty Position. Through his work on QEP subcommittees and as part of the inaugural SLS 1515 faculty, he has shown support for the goals of the College's Quality Enhancement Plan and dedication to and enthusiasm for supporting the success of first-year students. He will officially begin on August 16. Myra will meet with Dr. Tawil to transition her role as lead faculty to him.

4. A final candidate has been chosen for the FYE Coordinator search committee. The committee is awaiting approval from HR to offer the position. Once the position is filled, the FYE Coordinator will take on many responsibilities to include overseeing the Peer Architect program, co-chairing the Marketing committee, chairing the FYE programming committee, leading some of the Cornerstone Training Modules, and leading the Student Services Community of Practice.

5. Tom and Kathy have scheduled the first QEP Advisory meeting for July 11. Most of this meeting will focus on reviewing the Spring 2012 (Pilot term) data with stakeholders from throughout the district. Eileen and Kevin Coughlin will review the QEP Direct and Indirect Measures, the stated goals, the progress toward achievement of the goals in spring 2012, and the use of results to improve the course, College practices, and/or FYE programming.

6. Kathy discussed contacting the media to get positive messages out regarding the College's commitment to first-year students through the implementation of the Quality Enhancement Plan. Eileen suggested that the story could be framed in the "College Readiness" effort (i.e. the College has a Division of College and Career Readiness that engages in many efforts including the QEP, FYE programming, the annual College Readiness Conference, the Pathways Partnership, etc.). Kathy will discuss this further with Amy Teproovich and Francesca Donlan at the next Marketing meeting.

Minutes submitted by Eileen DeLuca