

Minutes

June 11, 2013 at 10:00 a.m. in I-122

| | Present | Absent |
|---------------------|---------|--------|
| Dr. Denis G. Wright | X | |
| Dr. Marie Collins | X | |
| Dr. Eileen DeLuca | X | |
| Jeff Gibbs | X | |
| Dr. Erin Harrel | X | |
| Dr. John Meyer | X | |
| Mary Myers | X | |
| Dr. Edith Pendleton | X | |
| Dr. Thomas Rath | X | |
| | | |
| Michelle Fanslau | X | |

I. Edison Online

- a. Mary applied for and was accepted in the ITC Leadership program
- b. Slight reorganization for Edison Online.
 - i. Faculty professional development – Melissa Rizzuto will head up the efforts
 1. Some of the professional development issues to address
 - a. Workshop schedule
 - b. Campus distance issue
 - ii. The new structure will link online with training
 - iii. Training online and on-campus for faculty in a number of areas
 - iv. QEP components can merge with the priorities
 - v. Activities Rudy arranged in the past will continue, and details are in the process of being finalized now
 - vi. Dr. Wright is looking at the opportunity for producing videos, etc. for professional development activities
 - vii. Dr. Wright’s discussion with Catherine Wilkins about professional development activities went well
 - viii. The professional development structure is created but the agenda is still being finalized

II. Dr. Harrel – School of Education Presentation

- a. See attached presentation
 - i. A.S., Early Childhood may return in the future
 - ii. State approved programs – if a student graduates from a state approved program, student transcripts do not need to be reviewed for certification elements
 - iii. Edison’s program may out-perform other institutional programs. This is advantageous for Florida College System baccalaureate programs.
 - iv. Graduates in the top 3% for placement
 - v. 100% of Elementary Education graduates placed
 - vi. Value Added Model (VAM) – how a student grows in a year, teacher performance, etc. Students will be tracked for 3 years after graduation
 - vii. Working with Charlotte district for common core

- viii. State program approval is currently suspended until 2014
 - ix. TEAC and NCATE are merging
 - x. School of Education programs require 30 hours service learning for all students
 - xi. Dual Enrollment – Dr. Harrel and Dr. Wright will be meeting with all the superintendents in the next few weeks to formalize a dual enrollment plan
 - xii. Collegiate high schools are on a 10-year approval cycle
 - 1. The demographics of the collegiate high schools mirror district demographics
 - b. Dr. DeLuca will present in July
- III. Dean's Rotational Schedule (encore discussion)
- a. The schedule is still pending reorganization changes
- IV. Complaints and Human Resources Involvement
- a. Faculty and staff complaints related to sexual harassment, discrimination, etc. should be discussed with Ron or Bonnie immediately and Dr. Wright should be notified immediately as well.
- V. CIA Meeting Update
- a. Baccalaureate Programs
 - i. 10K bachelor's degree – A number of institutions chose their Supervision and Management program. Schools are awarded FTE waivers. All of the information has been available on Edison's current 10K program for two months, but there have been only two calls to date.
 - b. General Education – Senate Bill 1720. The final bill returned the credit requirement to 36 from the proposed 30 credits. Implementation date is 2015. The final version of the bill eliminated the requirement that institutions have to offer all the core courses. Added provision for core course options based on faculty recommendations. Five courses will be specified. There will be a list of advanced courses for "or higher" categories. Faculty have to have a formal recommendation that they agree with the list. Foreign language remains 8-10 credit hours.
 - c. Developmental Ed – There is an expectation that fewer people will be taking developmental education. Institutions are encouraged to redevelop the curriculum. Advising will have an important role. Dr. Davis recommended that students sign a form at the end of the first advising session that indicates they understand their options. The institution will have to track students and the plan has to be submitted to the chancellor by January 1, 2014.
 - i. Terms and options being discussed– modularized, compressed course structure, contextualized, co-requisite
 - d. Testing and Advising – Exempt students will not be required to take the entrance exam and take developmental education courses. There are only a few exemptions – standard high school diploma in Florida, military personnel, etc.
 - e. Meta-majors – you have to take math and English but testing may not be required. This will allow for assessment data.
 - f. Career Dual Ed – Articulation agreement has to list every course that can be offered. For career dual-enrollment, we have to ensure the course is equivalent.
 - g. Competency based credit – a lot of information that we will need to continue to look at.
 - h. Preminent State University – allows the University of Florida to refuse students admission.
- VI. Baccalaureate Report for FLDOE
- a. Dr. Pendleton will organize the report this year. Deans with baccalaureate programs will need to assist Dr. Pendleton. Abby Willcox and Dr. Coughlin can help with the data needed for the report.
 - b. Deans should put any new items in the report
 - c. Baccalaureate programs must show that expenditures went to baccalaureate programs activities
 - d. The report is due August 15, 2013. Dr. Wright would like a draft by August 1, 2013
 - e. The report should be posted once it is complete for faculty and staff to review

- VII. Great Teachers Seminar
- Someone Dr. Wright knows, Pam Bergeron, will run the seminar for Edison State
 - The structure of the seminar is to get faculty to look at themselves and their philosophies
 - The seminar will be part of the new faculty orientation program for first and second year faculty
 - The seminar will take place all day on both a Friday and Saturday in September
 - Dr. Wright will invite 25-30 people. Dr. Wright has ordered Parker Palmer's "Courage to Teach"
 - More details to come
- VIII. Update on Interest-based bargaining
- Dr. Wright thinks the bargaining is going well
 - They are about to sign off on department chair, faculty rights, textbook selection, and selection of new faculty articles
 - Faculty asked for a faculty rank article. It is a simplistic structure that incorporates the new continuing contract structure of 5 years.
- IX. AVP for Workforce and Baccalaureate Degrees
- Establishes a baccalaureate leader
 - Someone who can help develop workforce degrees
 - Same level as the deans on the organizational chart
 - AVP will help with Perkins legislation, advisory committees, etc.
- X. Dean of Pure and Applied Sciences and Dean of Liberal Arts
- Not sure that there will be a Dean at each campus location
 - The addition of Deans may affect the rotational schedule
 - Position for Dean of Pure and Applied Sciences is closed
 - Dean for Liberal Arts will be hired for a January 2014 start date.
 - Dr. Rath will serve as the Interim Dean of Liberal Arts and he will be stationed at the Lee Campus
- XI. Other
- Dr. Harrel asked everyone to check phone settings in Outlook for prospective security issues

The next meeting will be Tuesday, June 25, 2013 at 10:00 a.m. in I-122



EDISON STATE
COLLEGE

School of Education

School of Education

Transforming Teachers for Tomorrow...

June 11, 2013

Divisions

- **Teacher Preparation**
 - Secondary and Middle Grades
 - Elementary and Early Childhood
- **Dual Enrollment**
- **Edison Collegiate High Schools**
 - Charlotte
 - Lee

Teacher Preparation :



Programs:

- AA Early Childhood Concentration
 - Elementary Education
 - (Endorsed ESOL & Reading)
 - Middle Grades Language Arts
 - (Endorsed ESOL & Reading)
 - Middle Grades Science
 - Middle Grades Math
 - Secondary Biology
 - Secondary Math
- Driven by Process and Procedure
 - Involved in State and National Teacher Transformation
 - Serve as a model for initial teacher preparation programs
 - Outstanding results for overall program performance and remediating teacher candidate deficiencies (IRP)



Mission and Vision

Mission

- Edison State College's School of Education provides a rigorous learning environment ensuring teacher candidates will achieve their greatest potential through Principles of Excellence. Building on a strong pedagogical, ethical and socially conscious foundation that fosters creativity and innovation. Edison State College's School of Education produces graduates equipped to contribute to the diverse community of life-long learners in Southwest Florida.

Vision

- Edison State College will mentor reflective practitioners endowed to educate 21st century learners in a world-class global environment.

Unit Outcomes:

Principles of Excellence

The teacher candidate will...

- Synthesize academic content, pedagogical skills and educational technology to instruct digital natives.
- Continually explore new methods, best practices and instructional designs to impact p-12 learning.
- Employ strong written, verbal and non-verbal communication skills.
- Emulate and foster caring and ethical behavior in order to build teaching and learning environments that build upon the strengths of students' diverse cultures and learning styles.
- Collaborate with key stakeholders; such as, administrators, colleagues, parents and leaders in the local community.
- Engage in reflective practice with an understanding that learning is a lifelong process.

Faculty and Staff

- Six Faculty Members
- Director of Field Experience
- Coordinator of Assessment and Student Success
- Administrative Assistant
- Staff Assistant
- 34 ECHS Faculty and Staff

Total: 44 Employees

Assessment and Accountability

- All baccalaureate programs are FLDOE approved.
 - E-IPEP Electronic Institutional Program Evaluation Plan
 - PEDS Data
 - Title II Data
 - Annual Data Report
 - Annual Program Performance Report (Pilot)
- Seeking NCATE Accreditation (Fall 2013)
- Seeking NACEP Accreditation (Fall 2013)

Unit and Program Level Assessment

- Internal and External Assessment Measures
- All programs are mapped with formative and summative assessments tracked for each student
- Impact on k-12 students is tracked by student
- More than a dozen state and national standards including Common Core, FEAPs, Reading, ESOL, NCTM, NSTA, NCTE, Subject Area C &S, etc are tracked for every student
- Graduate Placement Data is tracked
 - 2010-2011 Edison SOE ranked 3rd for graduates employed in Florida Public Schools

Performance Data

| Institutional Summary | | | | |
|---|--------------------|---------------------|-----------|-----------------------------|
| Florida Teacher Competency Examinations | | | | |
| Population | Number taking test | Number passing test | Pass rate | Statewide average pass rate |
| Other enrolled students, 2011-2012 | 344 | 334 | 97% | 93% |
| All program completers, 2011-2012 | 111 | 111 | 100% | 99.9% |
| All program completers, 2010-2011 | 90 | 90 | 100% | 100.0% |
| All program completers, 2009-2010 | 11 | 11 | 100% | 99.8% |
| Program Completer Average 2009-2012 | 71 | 71 | 100% | 99.9% |

| Year | Program | Graduates | Hire Rate |
|--------------|-----------------------|------------|------------|
| 2009 -2010 | Elementary Education | 11 | 91% |
| 2009-2010 | Secondary Biology | 3 | 67% |
| 20009 - 2010 | Secondary Mathematics | 2 | 100% |
| 2010-2011 | Elementary Education | 91 | 90% |
| 2010-2011 | Secondary Biology | 5 | 100% |
| 2010-2011 | Secondary Mathematics | 9 | 100% |
| 2011-2012 | Elementary Education | 146 | 93% |
| 2011-2012 | Secondary Mathematics | 11 | 100% |
| 2011-2012 | Secondary Biology | 7 | 100% |
| Total | | 285 | 96% |

Field Experience Data

Fall 2012 and Spring 2013 Field Placement Data

| District Name | Number of Field Placements |
|----------------------------|----------------------------|
| CHARLOTTE | 138 |
| COLLIER | 150 |
| DADE | 9 |
| DESOTO | 13 |
| GLADES | 25 |
| HENDRY | 38 |
| LEE | 1032 |
| SANTA ROSA | 3 |
| SARASOTA | 19 |
| Total FE Placements | 1427 |

Service Learning

- ArtFest Fort Myers/ESC School of Education
Afterschool art programs
- WGCU Literacy Parent Workshops
- Reading Festival Partnership (Dr. DeLuca)
- Family Math Night
- Pace Center for Girls

Partnerships

Kappa Delta Epsilon:

- Autism Speaks Walk
- Thanksgiving Gift Basket Drive
- Gift drive for Needy Edison Family
- Sponsored School of Education Pinning
- Bake Sale
- Make A Wish Walk
- Easter Basket Collection for Ronald McDonald House
- Sponsored a Field Trip to the Shell Factory for Colonial Elementary School



- Lee Bennet Hopkins Writers Institute
- FGCU
- School Districts

Dual Enrollment

- SB 1514
 - Charges 71.50 per credit hour for on campus courses
- 1007.235 Florida Statute
 - Credit Hour Limits
 - GPA (10th Grade 3.5. unweighted GPA)
 - GPA (11th and 12th Grade 3.0 unweighted GPA)
- 1008.30(4)(a)
 - 12 hour rule
- Guided by an Articulation Agreement
 - Entry placement test cutoff scores
 - Required GPA
 - Course Offerings
- Section XLVIII K-20 Education Code
 - Requires 3.0 unweighted high school grade point average

Edison Collegiate High Schools

- **Designated “A” schools**
- **No admissions requirement**
 - A lottery is used for both schools
 - Lee has an average of 3 applications for each seat
 - Charlotte has an average of 1.5 applications for each seat
- **High Performing Charters**
- **Above State and Local test scores every year**



ECHS – Charlotte

Inaugural Class 2009

- Open Collegial Environment
 - **Sense of Ownership:** “Because we are involved in the decision making process, our opinions rally matter and we are more invested in the school.”
 - **Collaboration:** “ I truly feel like I am part of the team and that my efforts are appreciated and my suggestions are considered.”
 - **Dedication:** “It is a great blessing to be surrounded by folks who have the highest level of commitment and dedication to the students and to their craft.”
- Liberal Arts Focus
- Extensive Support Services

| 2011-2012 Performance Data | | |
|--|--|--------------|
| Performance Measure | ECHS Scores | State Scores |
| 9 th Grade FCAT Reading Levels | 88% Level 3-5 | 52% |
| 10 th Grade FCAT Reading Levels | 85% Level 3-5 | 50% |
| 9 th Grade Algebra I EOC | 89% Level 3-5 | 48% |
| 9 th Grade Geometry EOC | 60 84% scored in the top 1/3 of state | 55 |
| 10 th Grade Geometry EOC | 54 | 46 |
| 9 th Grade Biology EOC | 55 60% scored in the top 1/3 of state | 53 |
| Florida Writes | 3.9 | 3.4 |



ECHS – Lee *Inaugural Class 2010*

- Founding member of the STEM team of SW Florida’s STEM Tour (engineering challenge series with over 1000 local students participating.....Two of our students won the entire series!
- Partnering with Edison Ford Estates in building a commercial dancing robot for 62 shows in front of over 15,000 students during the upcoming year.
- To date, overall lifetime 96% pass rate for students in Biology and Algebra 1 EOC examinations.
- First and only school in S.W. Florida to go to completely open source, web based, iPad delivered curriculum for an entire grade level. Saves money and provides more flexible resources to students and teachers.

| 2011-2012 Performance Data | | |
|--|--|--------------|
| Performance Measure | ECHS Scores | State Scores |
| 9 th Grade FCAT Reading Levels | 77% Level 3-5 | 52% |
| 10 th Grade FCAT Reading Levels | 77% Level 3-5 | 50% |
| 9 th Grade Algebra I EOC | 97% Level 3-5 | 48% |
| 9 th Grade Geometry EOC | 54 84% scored in the top 1/3 of state | 49 |
| 10 th Grade Geometry EOC | 54 | 46 |
| 9 th Grade Biology EOC | 58 | 46 |
| Florida Writes | 98 % Scored a 3 or above | 84% |
| Total Point for ECHS – Lee 678 State Average 517 Lee Average 499 | | |



College and Career Readiness EDISON STATE COLLEGE

Eileen DeLuca, Dean

Developmental Studies



Department of Developmental Studies

<http://www.edison.edu/developmentalstudies/>



The mission of the Developmental Studies Department at Edison State College is to provide a diverse population of students the opportunity to improve mathematics, reading, writing, and/or English language skills in order to achieve success within competitive academic and professional environments.

Upon completion of the developmental sequence, students will...

- Achieve Florida's Post-Secondary Readiness Competencies for ENC 1101 and/or MAT 1033.
- Read at a post-secondary level that correlates with college success.
- Write at a post-secondary level that correlates with college success.
- Understand and apply mathematics and mathematical concepts at a post-secondary level that correlates with college success.

Mathematics

MAT 0018 – Developmental Mathematics I

MAT 0028 – Developmental Mathematics II

To replace MAT 9002, MAT 9013, and MAT 9024



English

ENC 0015 – Developmental Writing I

ENC 0025 – Developmental Writing II

To replace ENC 9010 and ENC 9020



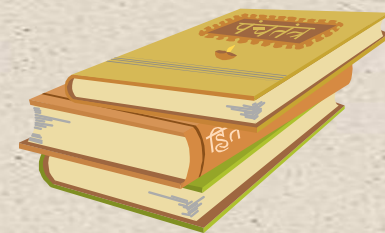


Reading

REA 0007 – Developmental Reading I

REA 0017 – Developmental Reading II

To replace REA 9001, REA 9002, and REA 9003



Fall 2012 P.E.R.T Data-ESC Applicants

| P.E.R.T. Subtest | Test Taken | # Placing “College Ready” | % Placing “College Ready” |
|-------------------------|-------------------|----------------------------------|----------------------------------|
| Math | 1,598 | 529 | 33.10% |
| Reading | 1,281 | 829 | 64.72% |
| Writing | 1,273 | 940 | 73.84% |

Spring 2013 P.E.R.T. Applicant Data

| P.E.R.T. Subtest | Test Taken | # Placing “College Ready” | % Placing “College Ready” |
|-------------------------|-------------------|----------------------------------|----------------------------------|
| Math | 2,008 | 498 | 24.80% |
| Reading | 1,558 | 846 | 54.30% |
| Writing | 1,540 | 996 | 64.68% |

Table 1)***Annual Unduplicated Headcount including Unduplicated Headcount in College Prep Courses***

| | Academic Years | | | | | | |
|---|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| A) Annual Unduplicated Headcount | 17,111 | 17,191 | 18,634 | 21,627 | 24,262 | 24,248 | 23,837 |
| B) Annual Unduplicated Prep Headcount | 2,737 | 2,762 | 3,255 | 4,115 | 5,008 | 5,217 | 4,594 |
| C) College Prep as Percent of Total Headcount | 16.00% | 16.07% | 17.47% | 19.03% | 20.64% | 21.52% | 19.27% |

Table 2)***Students with Initial College Prep Placement as a Percentage of Annual Unduplicated Headcount***

| | Academic Years | | | | | | |
|---|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| A) Annual Unduplicated Headcount | 17,111 | 17,191 | 18,634 | 21,627 | 24,262 | 24,248 | 23,837 |
| B) Enrolled with Initial College Prep Placement | 9,045 | 9,083 | 9,968 | 11,498 | 13,584 | 13,975 | 13,079 |
| C) Unduplicated Headcount with Prep Placement (%) | 52.86% | 52.84% | 53.49% | 53.17% | 55.99% | 57.63% | 54.87% |

SB 1720

By October 31, 2013, the State Board of Education shall revise Rule 6A-10.0315 to include a provision for common placement testing and **developmental education exemption**. It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

SB 1720

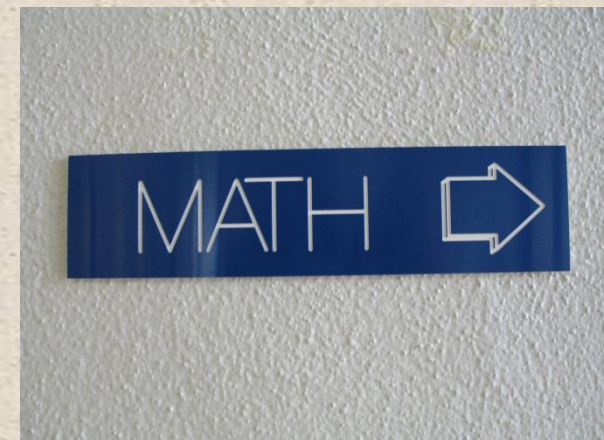
According to s. 1008.30(4)(a), F.S., Florida standard high school diploma recipients who enter 9th grade in a Florida public school 2003-04 and thereafter and active duty military are not required to take a common placement test.

SB 1720

The State Board of Education is required to establish the exemption in rule by October 31, 2013; therefore, students who meet the specified criteria in s. 1008.30(4)(a), F.S., **will be eligible to opt for the exemption from common placement testing and/or developmental education starting with the rule effective date or no later than spring semester of the 2013-14 academic year.**

Initiatives

- A/B Term Scheduling
- Literature Circles
- Communities of Practice
- Math Re-Design



English for Academic Purposes (EAP)

Non-native speakers of English will...

- Achieve Florida's Post-Secondary Readiness Competencies for ENC 1101.
- Read at a post-secondary level that correlates with college success.
- Write at a post-secondary level that correlates with college success.



Level 2

| | | |
|----------|------------------|-----------|
| EAP 0200 | Speech/Listening | 3 Credits |
| EAP 0220 | Reading | 3 Credits |
| EAP 0240 | Writing | 3 Credits |
| EAP 0260 | Grammar | 3 Credits |

Level 3

| | | |
|----------|------------------|-----------|
| EAP 0300 | Speech/Listening | 3 Credits |
| EAP 0320 | Reading | 3 Credits |
| EAP 0340 | Writing | 3 Credits |
| EAP 0360 | Grammar | 3 Credits |

Level 4

| | | |
|----------|------------------|-----------|
| EAP 0400 | Speech/Listening | 3 Credits |
| EAP 0420 | Reading | 3 Credits |
| EAP 0440 | Writing | 3 Credits |
| EAP 0460 | Grammar | 3 Credits |

Level 5

| | | |
|----------|------------------|-----------|
| EAP 1500 | Speech/Listening | 3 Credits |
| EAP 1520 | Reading | 3 Credits |
| EAP 1540 | Writing | 3 Credits |
| EAP 1560 | Grammar | 3 Credits |

Level 6

| | | |
|----------|------------------|-----------|
| EAP 1600 | Speech/Listening | 3 Credits |
| EAP 1620 | Reading | 3 Credits |
| EAP 1640 | Grammar/Writing | 6 Credits |

Developmental and EAP Measures of Achievement

- Within Course Success Rates
- Mastery Exams
- Common Course Assessments
- Success in Gatekeeper Courses
- Retention/Success (State Accountability Reports)
- Satisfaction Surveys

Academic Success Support Programs

- Writing Center
- Math Center
- Oral Communications Center
- Peer Tutoring
- Academic Success Workshops
- PERT Preparation
- Course-Based Instructional Assistance



<https://www.edison.edu/academicsuccess>

Academic Support Programs

Measures of Achievement

- Accutrack Data
- Workshop Evaluations
- Correlation Studies
- Satisfaction Surveys



Department of First-Year Experience/SLS

www.edison.edu/fye



SLS Courses

- SLS 1101: College Success Skills is an alternative for students who are not FTIC and/or who have completed more than 30 credits.
- SLS 1301: Career and Educational Exploration
- SLS 1350: Employability Preparation

Quality Enhancement Plan

- A QEP is a carefully designed, research-based course of action related to enhancing student learning.
- A QEP is an integral component of the SACS COC accreditation process.
- A QEP is a forward-thinking document and five-year plan.
- Our QEP centers on supporting first-year students, engendering critical thinking and success strategies through a first-year experience course and a comprehensive training program for faculty and staff.



Cornerstone Experience

SLS 1515



- A new course designed for first-time college students to help you successfully transition to college life.
- Learn to set goals, stay motivated, apply good study habits, develop time management skills, balance responsibilities, and create an academic pathway to your chosen career.

Professor Campbell's Monday night class after winning a challenge activity.



Dr. DeLuca and her class completing a group activity.

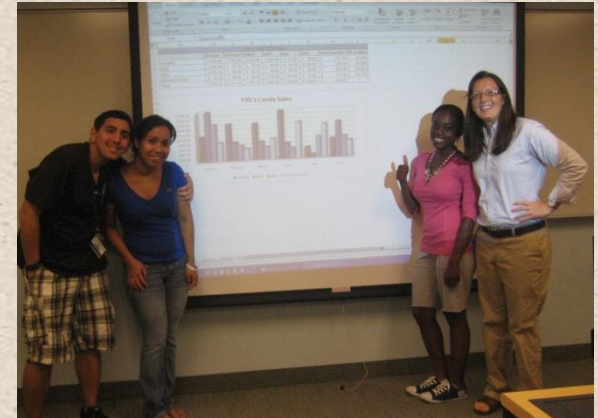


FIRST YEAR EXPERIENCE

The FYE office is located in Building Q Room 127. We offer the following services:



- Peer Mentoring
- Academic Coaching
- Workshop / Events
- Community Activities



QEP Training Goals

Faculty Teaching Cornerstone Course

- ❖ QEP Course Overview and Objectives
- ❖ QEP Course Assignments and Assessments
- ❖ Universal Design Strategies
- ❖ Understanding the First Year Student
- ❖ Diversity on the College Campus and Beyond
- ❖ The Way I Learn
- ❖ Introduction to College Services, Programs, Support
- ❖ Constructivist Pedagogy and the Student-Centered Classroom
- ❖ Critical Thinking
- ❖ Discipline Paradigms and Career Goals

Faculty Teaching Companion Courses

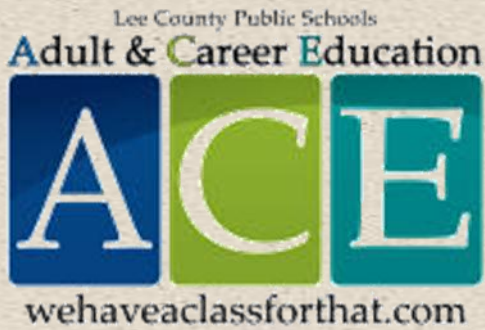
- ❖ QEP Course Overview and Objectives
- ❖ QEP Course Assignments and Assessments
- ❖ Universal Design Strategies
- ❖ Understanding the First Year Student
- ❖ Critical Thinking

Staff and Administrator Training

- ❖ QEP Course Overview and Objectives
- ❖ Understanding the First Year Student
- ❖ Diversity on the College Campus and Beyond
- ❖ Introduction to College Services, Programs, Support
- ❖ Critical Thinking

QEP Measures of Achievement

- Common Course Assignments
- Standardized Assessments
- Focus Group Data
- Within course success rates
- Retention reports
- Graduation reports
- Training Surveys
- SIR II Results
- National Surveys: SENSE, CCSSE



College and Career Readiness Partnerships



the **immokalee**
foundation

education. empowerment. hope.

Building Pathways to Success for the Children of Immokalee

College Readiness Conference

- ✓ Hosted by ESC's College Prep Department
- ✓ District administrators and faculty
- ✓ Edison State College faculty
- ✓ Presentations on assessment and curriculum



Conference Goals

- Identify and address gaps between K-12 curriculum and Post-Secondary curriculum.
- Understand legislation related to common placement testing (Florida Statutes 1008.30).
- Gain a better understanding of what is expected of students in college.
- Gain clarification of specific academic standards required of college students.
- Understand mastery exam process for college developmental courses.
- Prepare students for the rigors of post-secondary academic coursework.
- Form connections between ESC and high school feeder district counterparts to understand the broader implications of college preparation.
- Understand the goals of Partnership for Assessment of Readiness for College and Careers (PARCC) and the Common Core State Standards (CCSS).
- Create action plans for the implementation of CCSS.





Table 6

College Readiness Conference



What is College Readiness?

College Readiness



EDISON STATE
COLLEGE



Dr. Maria Cahill

Laurice Garrett

Barbara Teitelzweig

Dr. Rebecca C...

- What do you feel is missing from the current set of standards?
- List words you feel describe the Common Core State Standards or should describe a new set of standards?

| | New Standard Descriptions/Should Include |
|---|--|
| • | • |
| • | • |
| • | • |



Florida Department of EDUCATION



College Readiness Conference

| | 2011 | 2012 | 2013 |
|-------------------|--|--|--|
| Attendance | <ul style="list-style-type: none">• 32 K-12 Faculty• 13 faculty, staff, administrators from college | <ul style="list-style-type: none">• 50 K-12 Faculty• 25 faculty, staff, administrators from college | <ul style="list-style-type: none">• 51 K-12 Faculty• 23 faculty, staff, administrators from college |
| Funding | Fully-funded by College | Awarded \$4500 mini-grant | Awarded \$6,000 mini-grant |
| Schedule | Held in March during a K-12 Professional Development Day | Held in June when K-12 and College faculty were off contract | Held on a Saturday in April |

Other College Readiness Activities

- Math for College Readiness Mini-Conference
- Core to College Visitation Program



Pathways Partnership

- Partnership with School District of Lee County to provide recruitment and transition services to GED students.
- “Evening at Edison” Symposium with GED Program and Adult ESOL.
- GED courses offered on Lee Campus.



Students of Promise

- Partnership with Student Affairs Division and Immokalee Foundation.
- Summer Program to increase College Readiness
- Mathematics and Literacy Instruction



the **immokalee**
foundation

education. empowerment. hope.

Building Pathways to Success for the Children of Immokalee

Partnership with Literacy Council Gulf Coast

- Collaboration to Impact Remedial Education in the 21st Century
- Seeking grant to cover the cost of a tutor coordinator and materials.
- Submitted Letter of Intent
- Presented Project at Round Table Discussion
- Invited to Submit Proposal



Questions?



Thank you.

Division of College and Career Readiness

Eileen DeLuca, Ph.D.

Dean

ecdeluca@edison.edu



Supporting the College's Quality Enhancement Plan

- ✓ Join a **QEP subcommittee and/or encourage faculty in your department to join**. Visit <http://www.edison.edu/fye/qep.php> to view the committees and meeting dates.
- ✓ Attend **Cornerstone Trainings** through the Teaching and Learning Center. Set departmental Cornerstone Module Training completion goals for faculty and staff. Encourage those who complete training to share what they have learned at department meetings. See current offerings; **additional trainings will be offered soon**.
<https://www.edison.edu/tlc/workshop>
- ✓ Encourage students to **participate in FYE programming and activities**. Visit <http://www.edison.edu/fye/workshops.php>
- ✓ Visit the **FYE Web page** <http://www.edison.edu/fye> and encourage students to sign-up to participate in the social media.
- ✓ In your departments, **adopt a "corner"** (Critical Thinking, Success Strategies, Applied Learning, Relevancy). Consider ways that your department can "partner" with the SLS 1515 course and FYE programs to support one or more of the "corners."
- ✓ Make the QEP/FYE Program a **standing item on department meeting agendas**. Invite FYE/Academic Success faculty and staff to lead presentations at department meetings.
- ✓ Consider **teaching the SLS 1515 course or volunteering** to lead a presentation in one or more SLS 1515 sections.
- ✓ **Give the QEP Implementation Team ideas** on how this course can better support your department or program. Upon full implementation, all FTIC degree-seeking students will be required to complete the course.
- ✓ **Review the SENSE/CCSSE Survey** and the Benchmarks for Effective Practice with Entering Students <http://www.ccsse.org/sense/aboutsurvey/>

