

QEP Advisory Committee Meeting Minutes
 August, 7, 2013, I-122
 10 a.m. - noon
 Co-Chairs, Dr. Eileen DeLuca and Dr. Kathy Clark

Eileen DeLuca	<i>present</i>	Cindy Campbell	<i>present</i>	Brooke Roughgarden	<i>absent</i>
Kathy Clark	<i>present</i>	Christy Gilfert	<i>absent</i>	Scott Van Selow	<i>absent</i>
Thomas Rath	<i>present</i>	George Manacheril	<i>absent</i>	Stacey Brown	<i>present</i>
David Hoffman	<i>present</i>	Kevin Coughlin	<i>present</i>	Myra Hale Walters	<i>present</i>
Whitney Rhyne	<i>present</i>	Martin Tawil	<i>present</i>	Tina Ottman	<i>present</i>
Louisa Bobadilla	<i>absent</i>	Rebecca Gubitti	<i>present</i>	Melissa Rizutto	<i>absent</i>
Susan Potts	<i>absent</i>	Kelly Newhouse	<i>present</i>	Christine Davis	<i>present</i>
Edith Pendleton (Guest)	<i>present</i>	Amy Trogan (Guest)	<i>present</i>	Thomas Turano (Guest)	<i>present</i>

- I. The meeting was called to order by Dr. Clark.
- II. Participants introduced themselves. Dr. Rath explained that to align with the current administrative leadership structure he will step down from the co-chair position but continue as a member of the QEP Advisory Committee. Dr. Clark and Dr. DeLuca will serve as co-chairs.
- III. Dr. DeLuca made the motion to approve the minutes of the April 26 Advisory Committee meeting. Dr. Rath seconded the motion. The motion was unanimously approved.
- IV. Dr. DeLuca discussed SB 1720 and its implications for the QEP. 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.
 - a. The committee discussed the “exempt” and “non-exempt” student classifications as described in SB 1720.
 - b. 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.
 - c. As discussed with the QEP Implementation Team, Dr. DeLuca suggested that the QEP Timeline be advanced. This would allow students to benefit from the SLS 1515 course even if they had not been identified by testing. The course will provide academic support to students who would have otherwise received support through developmental coursework. Preliminary assessment data has shown that the course has a positive effect on student’s critical thinking disposition and enrollment in the course is associated with higher retention rates. Advancing the timeline will mean that additional faculty lines may be needed in SLS 1515. Additionally, with the support of the Provost/VPAA, additional incentives may need to be implemented to attract faculty from various programs to teach the course as an overload or part of their load where allowed by the academic Deans. After much discussion, Dr. Rath made a motion to advance the original full implementation of the QEP timeline from 2015-2016 to the 2014-2015 academic year. Myra Walters seconded the motion. The motion was unanimously approved.

- V. Dr. DeLuca shared section coverage data from spring 2012-summer 2013. The committee discussed strategies for increasing full-time faculty coverage of sections.
 - a. Additional faculty lines will be requested to match enrollment trends.
 - b. Encourage faculty from Developmental Studies who may have less course offerings to teach all or part of their load in SLS.
 - c. Investigate possibility of incentivizing full-time faculty staffing through allowing full-time faculty to have an additional overload approved if teaching the course.
 - d. Explore other incentives such as support for professional development and conference attendance.
- VI. The faculty staffing selection process was discussed and a draft of the proposed selection process was distributed. The committee voted unanimously to use the proposed draft selection process as a guide for staffing the spring 2014 SLS 1515 courses. The faculty selection process will be discussed during the next QEP Advisory Committee meeting. **See attached faculty selection process draft.**
- VII. Dr. Pendleton discussed offering a SLS 1515 Honors section. Students would have to have a 3.5 GPA and the course enrollment would be limited to 12-15 students. She and Dr. Tawil have had a preliminary discussion about the curriculum. Myra Walters made a motion to develop a subcommittee to develop the course. Tina Ottman seconded the motion. The motion was unanimously approved.
- VIII. Dr. Amy Trogan discussed the ENG 2012 linked course (**see attached syllabus**). Linked courses will be further researched as we move toward developing the interest-based tracks. Dr. Gubitti will teach a MAT 0028 and SLS 1515 as a linked course with students required to register for both sections. She and Dr. DeLuca have worked with the Banner team to link the courses in Banner. Piloting a “veterans only” SLS 1515 class as well as a “students over the traditional age” class was also discussed.
- IX. Dr. DeLuca shared student career interest data from the fall 2012 and spring 2013 semesters with the committee. The data from both semesters indicated that students were most interested in the health sciences and business fields. (**see attached PowerPoint**)
- X. Dr. DeLuca and Dr. Gubitti discussed the QEP training and development. It was noted that Melissa Rizutto is now the person responsible for the TLC and will be working with us in scheduling the training sessions. The group discussed ways to continue improving the training. Dr. DeLuca shared the following training update information with the committee:
 - a. As of July 2013, 111 faculty and staff have completed the ten Cornerstone Instructor Training Modules.
 - b. 87 staff and administrators have completed five required staff/administrator modules.
 - c. 383 faculty, staff and administrators have attended one or more QEP Cornerstone Training modules.
- XI. Dr. DeLuca and Dr. Coughlin presented the QEP assessment data (**see attached PowerPoint**). Some highlights:
 - a. Critical Thinking Data from Journal Assignment and Final Essay: The “Clarity” dimension is the area of the lowest scores.

- i. Beginning in fall 2012, use of the Lee Campus Academic Success and College Prep Center labs became more “fluid.” Students with writing needs receive assistance in either lab.
 - ii. Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity.
 - iii. Faculty engaged in a rubric standardization session on July 12, 2013 in an effort to measure the reliability of the rubric and come to a consensus about levels of performance.
 - b. CCTDI: Student had significant gains in all domains in fall 2012. In spring 2013, students had significant gains in all areas except “Truth-seeking” and “Inquisitiveness.” Historically, students have been highly “Inquisitive” so it is difficult to show gains. Historically, students have had the lowest scores in “Truth-seeking.” Dr. DeLuca is working with Jane Bigelow and Bill Shuluk to develop a training for faculty on how to engender a disposition towards “Truth-seeking.” Faculty will share ideas at an upcoming Community of Practice.
 - c. Dr. Coughlin explained two retention studies. A Chi Square analysis was conducted for students who tested in two or more developmental studies courses and enrolled in 2011-2012 as compared to the students with the same criteria who enrolled in 2012-2013. An additional Chi Square analysis was conducted with students enrolled in fall 2012 that tested in two or more developmental studies courses and enrolled in SLS 1515, compared to students enrolled in fall 2012 that tested in two or more developmental studies courses, but did not enroll in SLS 1515. From fall 2011 to spring 2012, 73.39% of the students were retained. From fall 2012 to spring 2013, 74.02% of the students were retained. Those students who enrolled in the SLS 1515 were retained from fall to spring at a rate of 77.22%. Those that did not enroll in SLS 1515 were retained from fall to spring at a rate of 65.06%. There was a statistically significantly higher rate of retention for those students who enrolled in SLS 1515.
- XII. The implementation section of the QEP was distributed to the group and discussed. The budget was referenced as adjustments to the budget may have to occur since full implementation of the QEP was moved up a year.
- XIII. A QEP booklet is being developed and will be distributed during convocation. The pamphlet will contain highlights of achievement data in a reader-friendly format. Dr. DeLuca, Dr. Trogan and Whitney Rhyne are collaborating on booklet using data from the QEP Assessment committee.
- XIV. Marketing the QEP to the faculty was also discussed as well as copyrighting the QEP material. Professor Hoffman suggested conducting a needs analysis asking faculty what reasons may prevent them from teaching the course, then following up with support. Dr. DeLuca and Dr. Clark will be following up on these topics.
- XV. Members of the QEP Leadership team have led QEP-related presentations at national conferences:
- DeLuca, E. and Coughlin, K. (February 26, 2013)
Using Mixed Methods to Assess the Efficacy of a First-Year Experience Course and Program. Presented at the Annual Conference on The First-Year Experience, Orlando, FL.

- Rhyne, W. and DeLuca, E. (February 26, 2013)
Peer Architects: Students Helping Students Build a Foundation for Success
Presented at the Annual Conference on The First-Year Experience, Orlando, FL.
- Clark, K. and Keener, B. (February 22, 2013)
BRING YOUR "A" GAME: Actions for Adapting and Assessing Your Current FoE Program's Accomplishments and Adjustments. Presented at the Eighth Annual Foundations of Excellence® Winter Meeting, Orlando, FL

XVI. The next meeting will be in late Oct/early Nov.

Minutes submitted by Dr. Kathy Clark and Dr. Eileen DeLuca