



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

AGENDA

Department Meeting
Friday, September 13, 2013
1:00 p.m., I 122

- I. Welcome
 - Success and Accomplishments
- II. Early Alert System – *Whitney Rhyne*
- III. Senate Bill 1720 Discussion
- IV. QEP Update – *Dr. Eileen DeLuca*
- V. Department Policy Manual
- VI. Assessments
- VII. General Reminders
- VIII. Labs Update – *Monica Moore*
- IX. Anything else

Note: We must leave the room by 2:15 in order that it be available for another department meeting.

Next meetings - Friday, October 11, and Friday, November 8, 2013



DEPARTMENT OF DEVELOPMENTAL STUDIES

Department Meeting 09-13-2013

Please sign in

Eileen Deluca	<i>Eileen Deluca</i>
Caroline Seefchak	<i>Caroline Seefchak</i>
Cynthia Baker	<i>conference / excused</i>
Jennifer Barreto	<i>excused</i>
Karen Buonocore	<i>Karen Buonocore</i>
Wanda Day	<i>Wanda Day</i>
Sabine Eggleston	<i>Sabine Eggleston</i>
Jennifer Grove	<i>Jennifer Grove</i>
Rebecca Gubitti	<i>Rebecca Gubitti</i>
Renee Hester	<i>excused</i>
Bert Lawrence	<i>Bert Lawrence</i>
Melanie LeMaster	<i>Melanie LeMaster</i>
Karen Maguire	<i>Karen Maguire</i>
Jaime Marez	<i>Jaime Marez</i>
Tom Mohundro	<i>Tom Mohundro</i>
Pat Newell	
Robert Olancin	<i>Robert Olancin</i>
Joseph Roles	<i>Joseph Roles</i>
Candace Rosene	<i>Candace Rosene</i>
Violeta Rotonda	<i>medical leave</i>
Troy Tucker	<i>Troy Tucker</i>
Cathy Vache	<i>Cathy Vache</i>
Terry Zamor	<i>Terry Zamor</i>
Monica Moore	<i>—</i>
Sherolyn Crawford	<i>—</i>

n

MINUTES

All Campuses Department Meeting

Division of College and Career Readiness

Department of Developmental Studies

Friday, September 14, 2013, 1:00 p.m., I 122 Lee Campus

Attendance

Eileen Deluca, Dean, College and Career Readiness	Present	Sabine Eggleston, Professor, Developmental Math	Present	Joseph Roles, Professor, Developmental Math	Present
Caroline Seefchak, Chair, Developmental Studies,	Present	Bert Lawrence, Professor, Developmental Math	Present	Candace Rosene, Professor, Developmental Math	Present
Cynthia Baker, Professor, Developmental Math	Excused	Melanie LeMaster, Professor, Developmental Reading	Present	Violeta Rotonda, Professor, EAP	Excused
Jennifer Barreto, Professor, Developmental Math	Excused	Karen Maguire, Professor, Developmental Reading	Present	W. Troy Tucker, Professor, EAP	Present
Karen Buonocore, Professor, Developmental Math	Present	Jaime Marecz, Professor, Developmental Math	Present	Cathy Vache, Professor, Developmental Math	Present
Rebecca Gubitti Developmental Math	Present	Tom Mohundro, Professor, Developmental English	Present	Terry Zamor, Professor, Developmental Math	Present
S. Renee Hester, Professor, Developmental Reading	Excused	Pat Newell, Professor, Developmental Math	Excused	Wanda Day, Professor, Developmental Reading	Present
Jennifer Grove, Professor, Developmental English	Present	Robert Olancin, Professor, EAP	Present		

Guests

Whitney Rhyne, Director, First Year Programs
--

I. Welcome

Everyone was welcomed to the meeting, our first scheduled Friday meeting of the semester. It was acknowledged that some members of the faculty were attending a workshop and were excused from the meeting.

Developmental Studies has I 122 for meetings during the fall semester from 1:00 until 2:30 p.m. Starting in the spring semester, our department will have I 122 from 2:30 until 4:00 p.m.

II. Successes and Accomplishments

Professor Candace Rosene was thrilled that she had a computer room for her module mathematics class. Professor Melanie LeMaster was recognized for receiving a customer service award from the Fort Myers Tourism Board, the ceremony and breakfast for which had been held that week. Caroline Seefchak shared that she had been appointed national chair of the NADE Professional Liaison Committee and had nominated to be on the NADE executive board.

III. Early Alert System

Whitney Rhyne, Director of First Year Programs, spoke about the Early Alert System. She presented data, attached, and discussed what the members of the Early Alert team are able to do for students. See data, attached.

First Year Experience Events

We asked Whitney to discuss FYE events and services, and she showed the faculty the website with all the information on events and workshops for our students.

See attached information.

IV. Senate Bill 1720

Dr. Seefchak explained that Task Forces, appointed by the VPAA, were seeking faculty input and were working on plans for the document that has to be written for the Division of Florida Colleges' chancellor by the end of this semester.

Faculty discussed the different course delivery options that could be offered.

Professor Eggleston talked about the work many of the mathematics professors did this summer on the math modularization project.

It was reiterated that though the exemption rule is to go into effect in September/October of 2013, the full impact of SB 1720 will not be felt until fall semester 2014

Questions were asked about levels of classes, course numbering, and if we would be running full-term classes.

Developmental Education - Definition:

Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

May be delivered through a variety of accelerated and corequisite strategies.

Starting in October, entering students will be considered to be either EXEMPT or NONEXEMPT.

According to s. 1008.30(4)(a), F.S.,

An EXEMPT student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or the ACT.

To be considered EXEMPT, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
- Remained in a Florida public high school until completion
- Have earned a Florida standard high school diploma

OR

- Is presently serving as an active duty member of any branch of the United States Armed Services

According to s. 1008.30(4)(a), F.S.,

A NONEXEMPT student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

A student is NONEXEMPT if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:

Private school

Home school

High school in any other state

Under SB 1720, remediation options for nonexempt students may be achieved by a student's choice of several options to be offered by the College.

Advisors will explain available options to all students.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

(a) Modularized instruction that is customized and targeted to address specific skills gaps.

(b) Compressed course structures that accelerate student progression from developmental instruction to college-level coursework.

(c) Contextualized developmental instruction that is related to meta-majors.

(d) Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

A task force of faculty, assigned and led by the Provost/ VPAA, will work during the fall semester on course structure designs for nonexempt students as well as on strategies and programs to support exempt students in college-level courses.

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

By December 31, 2013, the State Board of Education shall approve a series of meta-majors and corresponding academic pathways.

It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

V. QEP Update

Dr. Eileen DeLuca gave a comprehensive update of the QEP, including Cornerstone Course Data. See attached data, covering the topics listed:

- Career Interest Fall 2012

- Career Interest Spring 2013
- CCTDI
- Success Strategies-Group Presentation-Overall Means
- Success Strategies-Group Presentation-Achievement
- Success Skills Survey
- Within-Course Completion Rates
- Term-to-Term Retention
- Term-to-Term Retention
- Training Module Completers

Also,

- As of July 2013, 111 faculty and staff have completed the ten Cornerstone Instructor Training Modules.
- 87 staff and administrators have completed five required Staff/Administrator modules.
- Over 100 faculty, staff and administrators attended the Summer Cornerstone Training Institute.
- 383 faculty, staff and administrators have attended one or more QEP Cornerstone Module.
- All departments are encouraged to set training completion goals in the 2013-2014 Unit Plans.
- FYE Social Media

VI. Department Policy Manual

Dr. Seefchak reminded faculty that the Developmental Studies Policy Manual, something everyone worked very hard to complete last semester, is a great document to follow and to which to refer when questions arise.

VII. Assessments

Dr. Seefchak commended all members of the department on being assiduous about assessments. At a recent department chair meeting, the VPAA said that he wanted all departments to eventually use common assessments and to track data. In the Department of Developmental Studies, we do all this, and we have done all this for several years. We have the data.

All faculty were reminded to be sure to complete all assessments and to turn in all information rubrics on time.

VIII. General Reminders

Convocation – Friday, September 27
 Human Resources Risk Control Training
 Communities of Practice

Email

IX. Labs Update

Monica Moore was going to address the faculty on the Lab moving project, but she was moving and could not attend.

On the Lee Campus, all credit-bearing course labs and developmental course labs have been combined. Space has been reassigned and, when the move is complete, it will continue to be a terrific place for our students to go for support

X. Anything Else

Dr. Gubitti announced that she will be working on the First Year Faculty Seminar and wanted anyone with suggestions to come to her.

Another department would be using I 122 at 2:30, so the meeting adjourned at 2:20.

The time and date of the next meeting was announced:

Next Meeting

Friday, October 12, 2012

1:00 p.m.

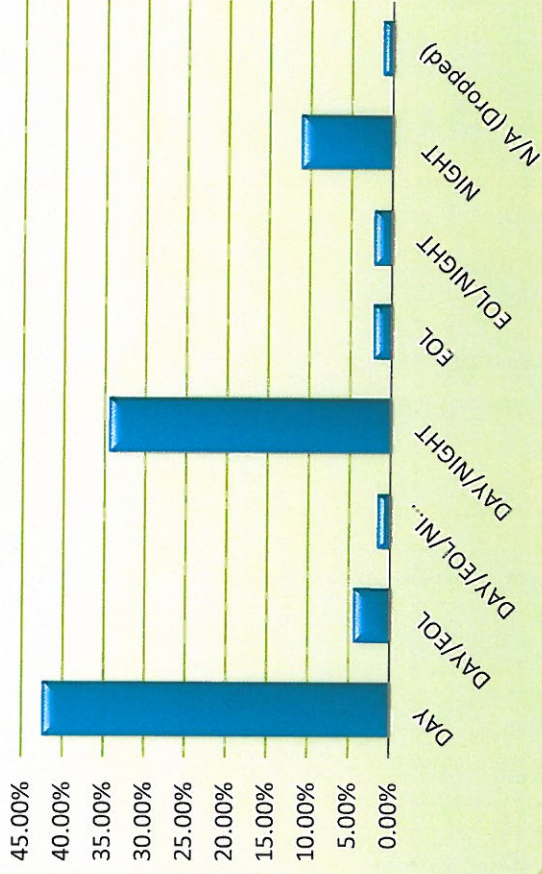
I 122

Lee Campus

Or, possibly, in H 223, Lee Campus, same time, as we may be vacating I 122 for use by another department. Look for email notification of the exact venue of the October meeting.

Minutes taken by J. Marecz and submitted by C. Seefchak
September 17, 2013

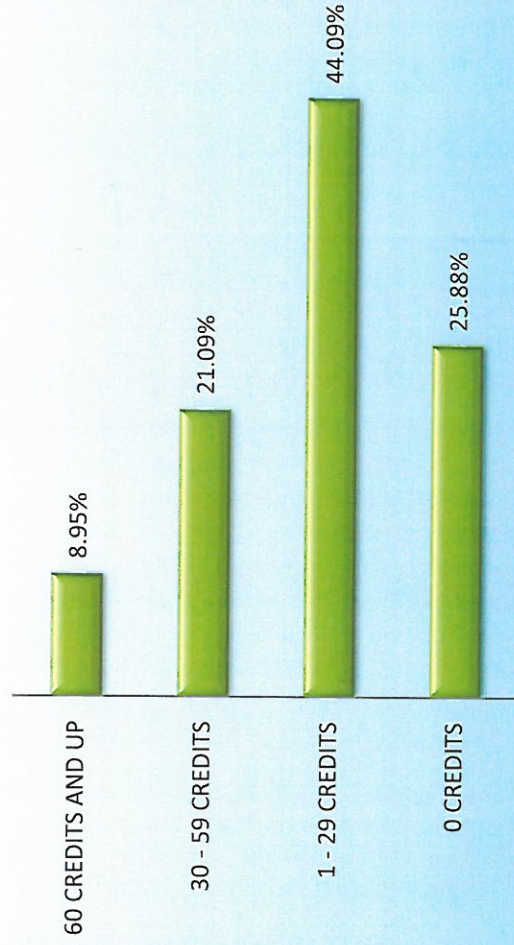
Student Attendance Preference



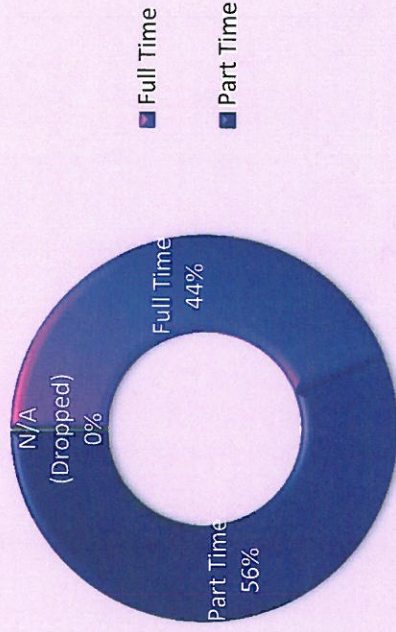
Student Age Identification



Total Credits Completed



Enrollment Status



Early Alert Data

Spring 2013 Early Alert Summary of Courses & Professors			
	Total Early Alerts Submitted	Number of Early Alerts Professors	Number of Early Alert Different Courses
College-wide information	313	83	57
Lee / EOL Campus	192	48	25
Charlotte Campus	54	15	15
Collier Campus	36	11	9
Hendry / Glades Center	31	9	8

EARLY ALERT DATA

Course Level	Number of Students	% of Students
Developmental	92	29.39%
EAP	1	0.32%
1000	114	36.42%
2000	105	33.55%
3000	1	0.32%
4000	0	0%
Total	313	100.00%

Letter Grade	Number of Students	% of Students
**	12	3.83%
A	6	1.92%
B	26	8.31%
C	24	7.67%
D	12	3.83%
Dropped	7	2.24%
F	130	41.53%
I	1	0.32%
W	95	30.35%
Total	313	100.00%

FYE Socials!

September 4th: Pancake Social at 12:30 pm and 4:30pm

September 12th: Popcorn Social at 10:30am, 2:30pm and 4:30pm

September 16th: Snow Cone Social at 10:30am and 4:30pm

September 25th: Games on the Green at 12:30pm and 4:30pm

October 3rd: Popcorn Social at 10:30am, 2:30pm and 4:30pm

October 7th: Root beer Float Social at 10:30am and 4:30pm

October 16th: Tie Dye at 12:30pm and 4:30pm

October 24th: Pancake Social at 10:30am, 2:30pm and 4:30pm

October 28th: Snow Cone Social at 10:30am and 4:30pm

November 6th: Root Beer Float Social at 12:30pm and 4:30pm

November 14th: Board Game Social at 10:30am, 2:30pm, 4:30pm

November 18th: Cupcake Social at 10:30am and 4:30pm

November 27th: Volleyball at 12:30pm

All FYE Socials will take place either in Q-127 or in the courtyard outside of Q-127

MASH UP MONDAYS

Every Monday at 10:30am & 4:30pm

August 26th: Kick Start Your Semester

September 9th: Note Taking

September 16th: Snow Cone Social

September 23rd: Microsoft Word

September 30th: Microsoft PowerPoint

October 7th: Root beer Float Social

October 14th: True Colors Personality

October 21st: Financial Awareness

October 28th: Snow Cone Social

November 4th: Introduction to the Academic Schools

November 18th: Cupcake Social

November 25th: Final Exam Study Tips

Tech Tuesday

Every Tuesday @ 12:00pm & 4:30pm

In the F-YE Office Q-127

August 27th: Edison Portal

September 3rd: Canvas

September 10th: Using the Cloud

September 17th: Microsoft Word

September 24th: Twitter/Instagram

October 1st: Tools for Collaborations

October 8th: Google Docs



October 15th: Microsoft PowerPoint

October 22nd: Favorite Web Tools

October 29th: Microsoft Excel

November 5th: Edison GPS

November 12th: Microsoft PowerPoint

November 19th: Social Media

November 26th: Tech Buying Tips

Wednesday Series!

Every Wednesday in Q-127 @ 12:30pm & 4:30pm

August 28th: Study Skills

September 4th: Pancake Social

September 11th: Time Management

September 18th: Test Taking Anxiety

September 25th: Games on the Green

October 2nd: True Colors Personality

October 9th: Group Project Communication

October 16th: Tie Dye only @ 12:30pm

October 23rd: Edison GPS

October 30th: Financial Awareness only @ 12:30pm

November 6th: Root Beer Float Social only @ 12:30pm

November 13th: Edison Jeopardy only @ 12:30pm

November 20th: Decision Making

November 27th: Volleyball only @ 12:30pm

THURSDAY

Events and Workshops

Every Thursday at 10:30am, 2:30pm, and 4:30pm

August 22nd - Kick Start Your Semester

August 29th - Note Taking

September 5th - Study Skills

September 12th - Popcorn Social

September 19th - Time Management

September 26th - Test Taking Anxiety

October 3rd - Popcorn Social

October 10th - Introduction to the Academic Schools (Location TBD)

October 17th - Group Project Communication

October 24th - Pancake Social

October 31st - Edison GPS

November 7th - Decision Making

November 14th - Board Game Social

November 21st - Edison GPS



Division of College and Career Readiness
Department of
Developmental Studies



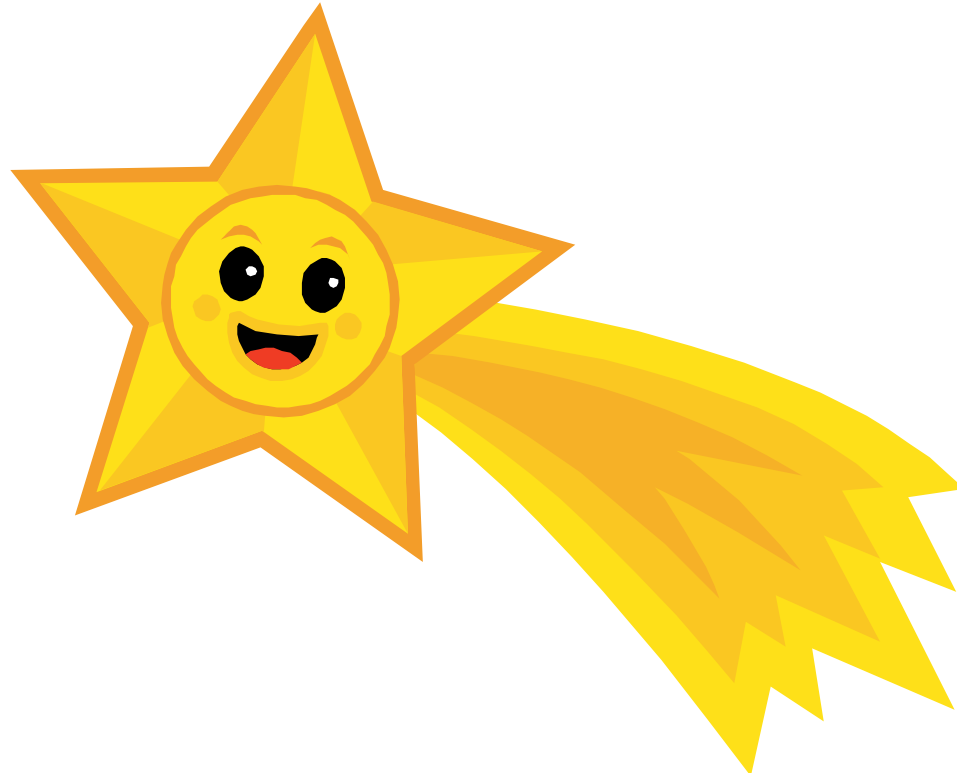
EDISON STATE
COLLEGE

Department Meeting
September 13, 2013

Welcome




Successes and Accomplishments



Early Alert System

FUTURE STUDENTS | CURRENT STUDENTS | FACULTY | GIVE TO EDISON Portal | Canvas | Directory | Calendars | Contact | Español | Creole



EDISON STATE COLLEGE
A HIGHER DEGREE OF YOU

About Edison Academics Admissions Tuition & Financial Aid News & Events

Early Alert Home

[Student Resources](#)

[Faculty Resources](#)

[Form](#)

[Contact Us](#)

Student Testimonials



Luscetta Plunkett

"Got some great tips from Early Alert for my math class and earned a B+, yes!"

[Home](#) » [Early Alert](#)

Early Alert

Early Alert is an intervention system designed to identify, reach out, and provide support to students who are experiencing challenges or having difficulty with their coursework. The Early Alert program is a collaborative effort among faculty, staff, and administrators with the goal of increased student retention and success. The Early Alert committee is comprised of representatives from Academic Advising, Academic Success, Dual Enrollment, Financial Aid, First Year Experience, Housing, Registration, Student Support Services, and college faculty. This committee meets to determine best practices for the Early Alert program. All trained Early Alert respondents track their interactions with students and communicate their results back to faculty members in a timely manner.

The Early Alert Process

The Early Alert process is driven by faculty members who care about their students and who want to provide every opportunity for their students to succeed. To begin the process, an instructor fills out an Early Alert for a student online. Once the notice is received, our office gathers additional information about the student and distributes the alert to an appropriate Early Alert Representative who then contacts the student directly. After the initial contact, students have greater knowledge about the resources available here at Edison and can then take steps to improve their performance in the class. Students may be identified for Early Alert for a variety of reasons, including excessive unexplained absences, tardiness, low participation, low test scores, and missing assignments or trouble understanding assignments.

Time is of the essence in regards to the Early Alert process. The sooner a student is

Senate Bill 1720

The screenshot shows the Florida Senate website interface. At the top left is the Florida Senate logo. To its right is the text "THE FLORIDA SENATE". Further right is a navigation bar with links for Home, Senators, Committees, Session, Laws, Media, About, Offices, and Ref. Below this is a search bar with the text "Go to Bill:" followed by a dropdown menu set to "2013" and a "Go" button. To the right of the search bar is a search input field with the placeholder text "Search all Flsenate.gov" and a "Search" button. Below the navigation bar is a breadcrumb trail: "Home > Session > 2013 Bills > Senate Bill 1720". Below the breadcrumb trail is a blue bar with "< Previous Senate Bill" on the left and "Next S" on the right. The main heading is "CS/CS/SB 1720: Education". To the right of the heading is a "Track This Bill" button with a sun icon. Below the heading is a paragraph of text: "GENERAL BILL by Appropriations ; Education ; [Galvano](#)". Below this is a longer paragraph: "Education; Revising actions to be taken by the Legislative Auditing Committee relating to audits of state universities and Florida College System institutions; requiring the Board of Trustees of the University of South Florida to enter into a lease agreement with the not-for-profit corporation operating the H. Lee Moffitt Cancer Center and Research Institute for the utilization of lands and facilities; revising requirements for the common plac assess basic computation and communication skills of students who intend to enter a public postsecondary education degree prog that the Board of Governors shall oversee the performance of state university boards of trustees in the enforcement of laws, rule regulations, etc." Below this is the "Last Action" section: "Last Action: 05/20/2013 Chapter No. [2013-51](#), companion bill(s) passed, see CS/CS/SB 1076 (Ch. [2013-27](#)), SB 1500 (Ch. [2013-4](#)". Below this is the "Effective Date" section: "Effective Date: July 1, 2013". At the bottom of the page is a navigation bar with buttons for "Bill History", "Related Bills (12)", "Bill Text (8)", "Amendments (17)", "Analyses (8)", "Vote History (7)", and "Citations".

New Legislation: SB 1720

Developmental Education - Definition:

Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

May be delivered through a variety of accelerated and corequisite strategies.

New Legislation

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.**

Key words: **EXEMPT** and **NONEXEMPT**

New Legislation: SB 1720

Starting in October, entering students will be considered to be either **EXEMPT** or **NONEXEMPT**.

According to s. 1008.30(4)(a), F.S.,

An **EXEMPT** student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or the ACT.

New Legislation: SB 1720

To be considered **EXEMPT**, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
 - Remained in a Florida public high school until completion
 - Have earned a Florida standard high school diploma
- OR**
- Is presently serving as an active duty member of any branch of the United States Armed Services

New Legislation: SB 1720

According to s. 1008.30(4)(a), F.S.,

A **NONEXEMPT** student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

New Legislation: SB 1720

A student is **NONEXEMPT** if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:
 - Private school
 - Home school
 - High school in any other state

SB 1720: Developmental Course Options

Under SB 1720, remediation options for **nonexempt** students may be achieved by a student's choice of several options to be offered by the College.

Advisors will explain available options to all students.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- (a) Modularized instruction** that is customized and targeted to address specific skills gaps.
- (b) Compressed course structures** that accelerate student progression from developmental instruction to college-level coursework.
- (c) Contextualized developmental instruction** that is related to meta-majors.
- (d) Co-requisite developmental instruction or tutoring** that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

SB 1720 at Edison State College

A task force of faculty, assigned and led by the Provost/ VPAA, will work during the fall semester on course structure designs for nonexempt students as well as on strategies and programs to support exempt students in college-level courses.

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

By December 31, 2013, the State Board of Education shall approve a series of **meta-majors and corresponding academic pathways**.

It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

QEP Update



Enrollment

SLS 1515 Enrollment

Campus	Semester											
	<u>*Spring 2012</u>		<u>*Summer 2012</u>		<u>Fall 2012</u>		<u>Spring 2013</u>		<u>Summer 2013</u>		<u>Fall 2013</u>	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment
Charlotte	1	24	1	17	3	43	1	29	1	13	5	113
Collier	3	58	2	35	6	124	4	64	2	30	13	347
Hendry Glades	1	7	1	6	1	15	1	19	1	19	2	52
Lee	11	126	7	108	20	430	11	191	7	138	34	902
College Total	16	215	11	166	30	612	17	303	11	200	54	1414

*Pilot Semesters

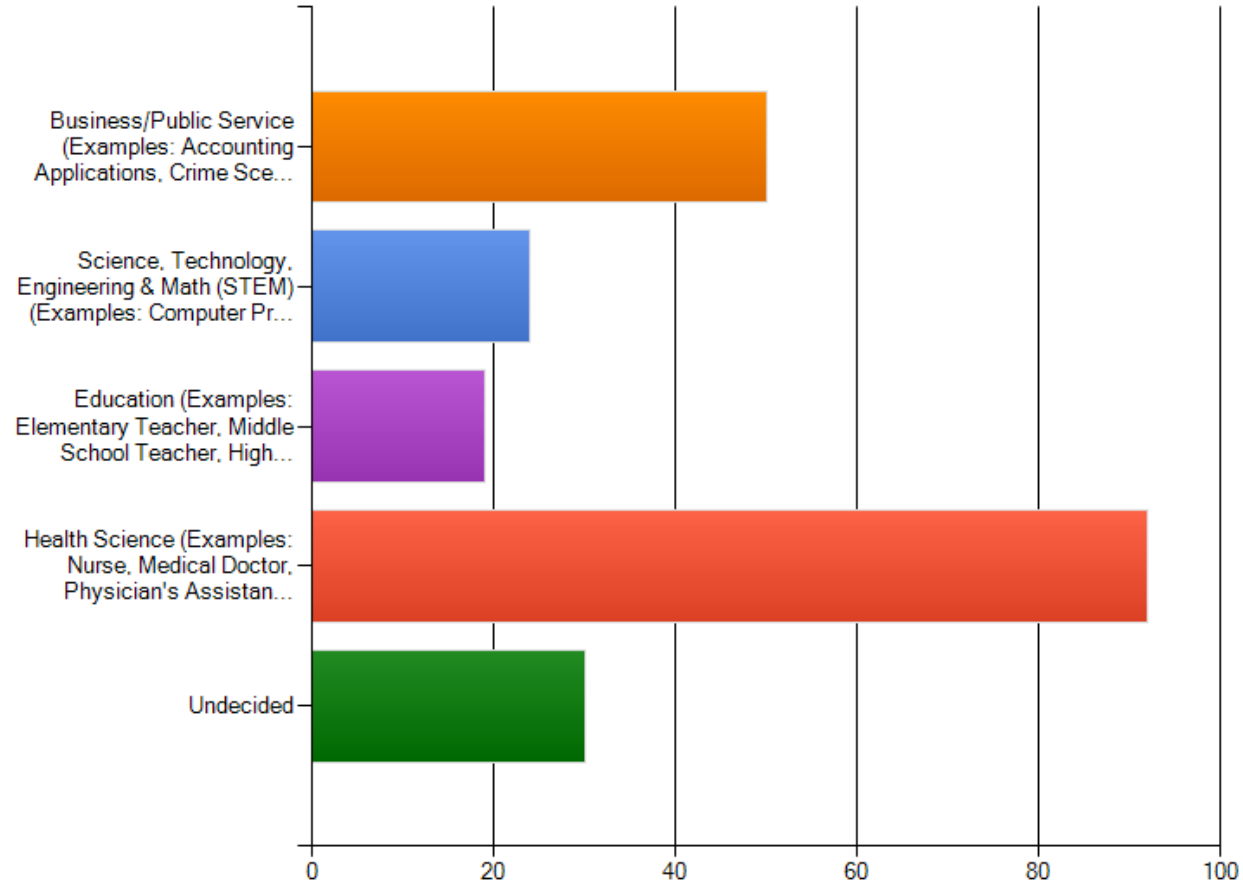
SLS 1515 Section Coverage

Campus	Semester				
	<u>*Spring 2012</u>	<u>*Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>
	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff
Charlotte	0%	0%	0%	0%	0.00%
Collier	67%	0%	33%	50%	0.00%
Hendry Glades	0%	0%	0%	0%	0.00%
Lee	82%	43%	65%	82%	28.57%
College Total	69%	27%	50%	65%	18.18%

*Pilot Semesters

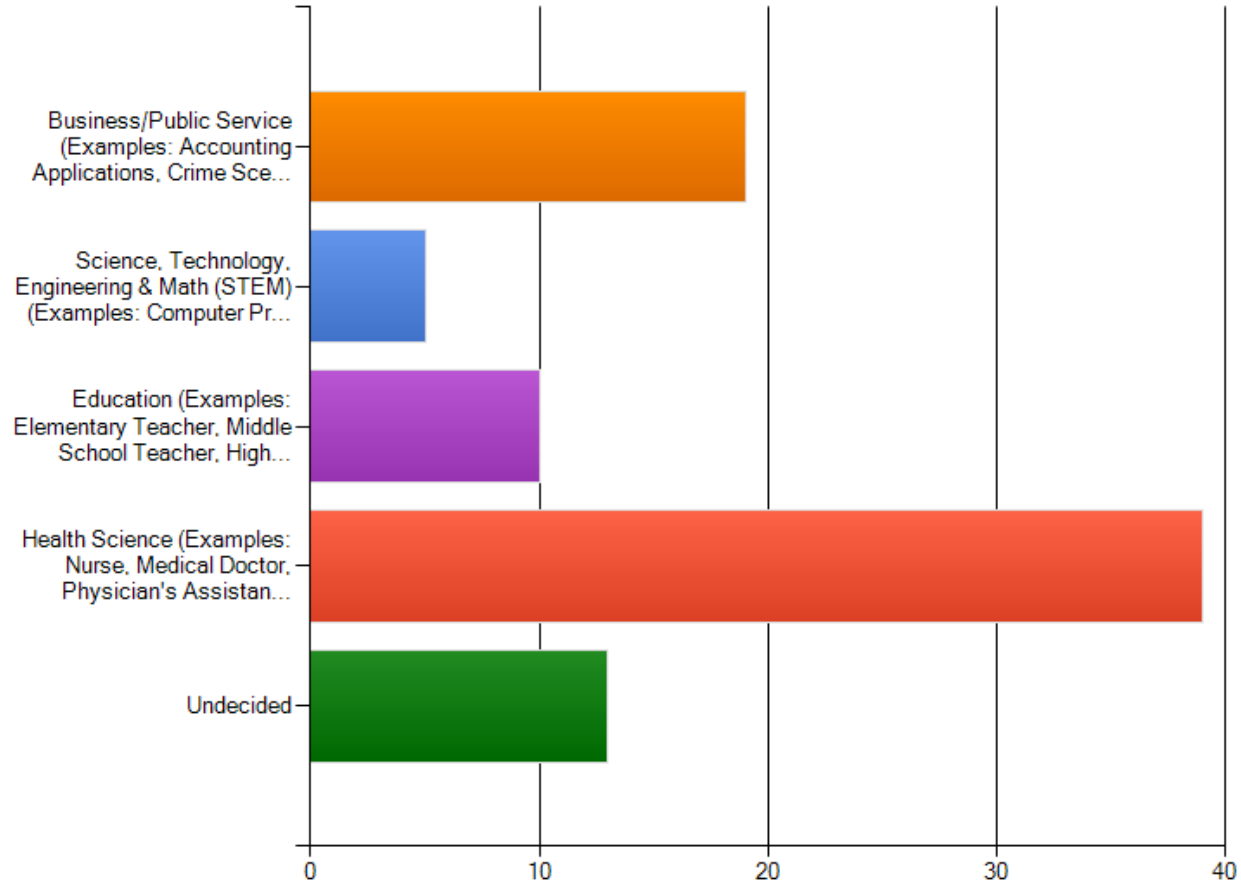
Career Interest Fall 2012

Of the following career tracks, which are you most interested in pursuing?



Career Interest Spring 2013

Of the following career tracks, which are you most interested in pursuing?



CCTDI

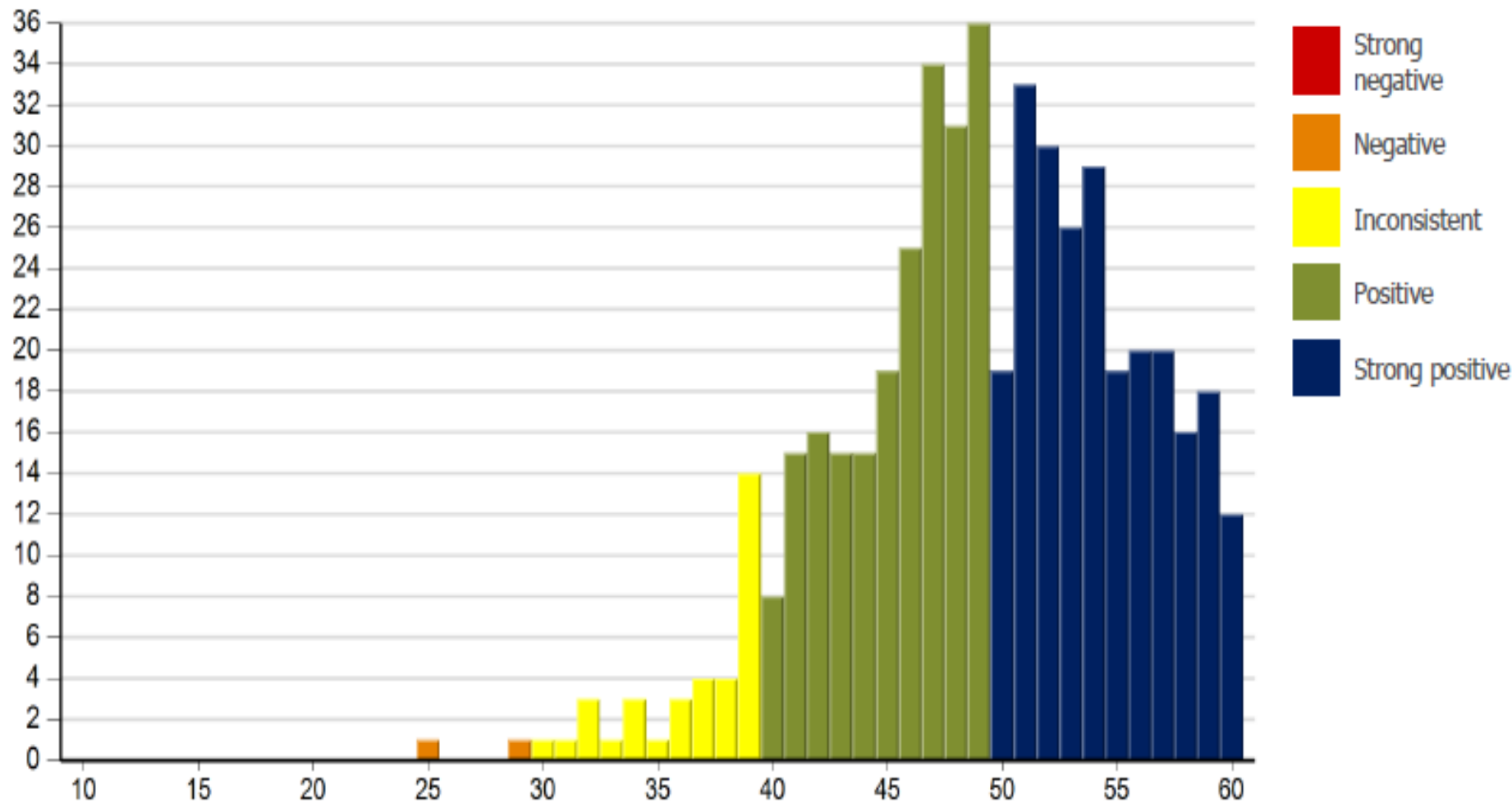
SLS 1515 CCTDI Pre-Post Test Results

Overall Mean Difference and *t*-values

Rubric Dimension	<u>Fall 2012</u>		<u>Spring 2013</u>	
	Mean Difference	<i>t</i>	Mean Difference	<i>t</i>
Truth-Seeking	1.09	4.00*	0.40	1.09
Open Mindedness	0.71	2.67*	0.72	2.24*
Analyticity	1.01	4.18*	1.15	3.46*
Systematicity	0.78	2.81*	0.78	2.08*
Inquisitiveness	0.70	2.40*	0.08	0.24
Confidence in Reasoning	1.60	5.97*	1.77	5.28*
Maturity in Judgment	1.24	3.73*	1.09	2.89*

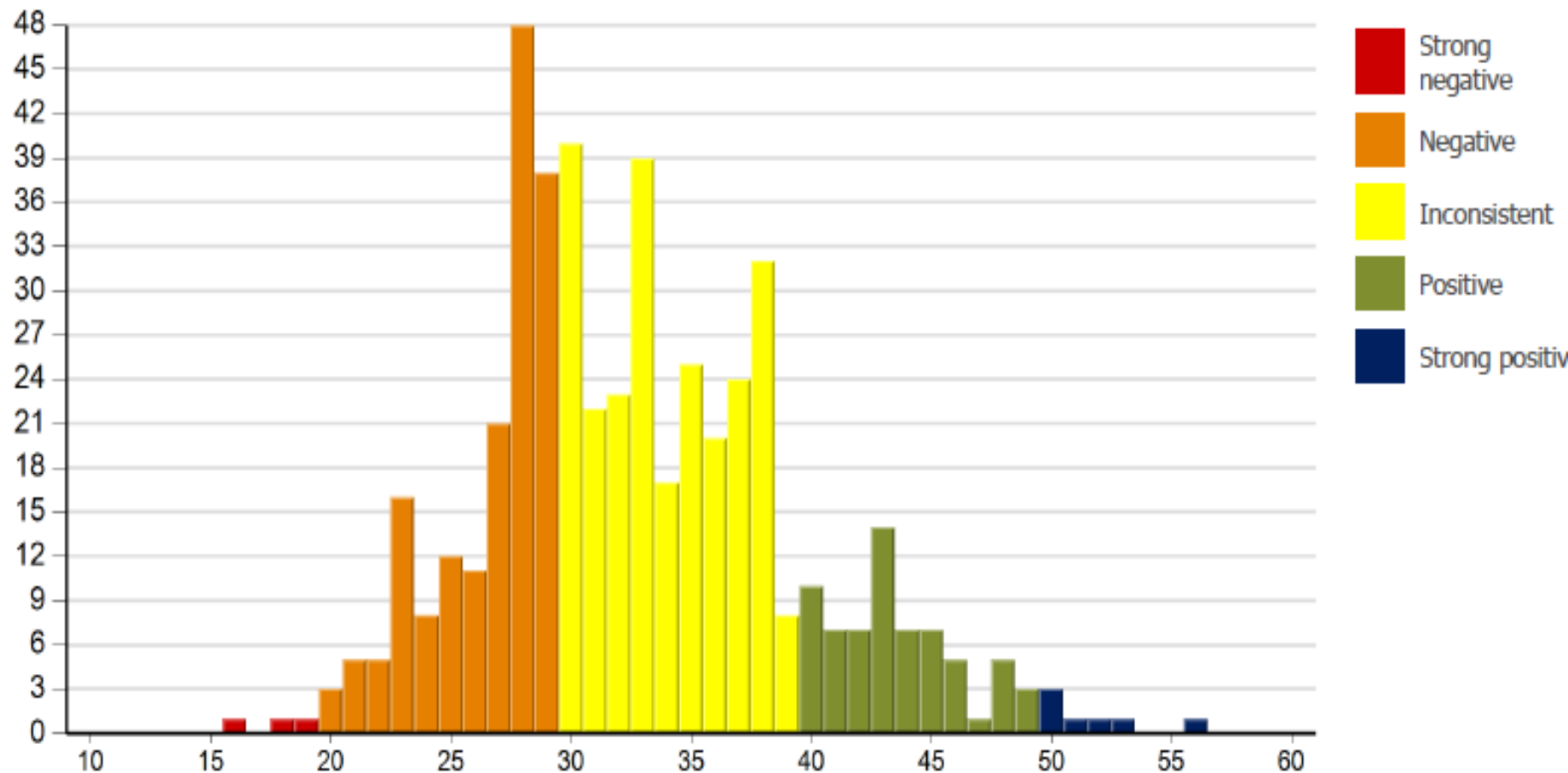
**Significant difference at the alpha = .05 level*

Inquisitiveness



Inquisitiveness is intellectual curiosity. It is the tendency to want to know things, even if they are not immediately or obviously useful at the moment. It is being curious and eager to acquire new knowledge and to learn the explanations for things even when the applications of that new learning are not immediately apparent. The opposite of inquisitiveness is indifference.

Truth-seeking



Truth-Seeking is the habit of always desiring the best possible understanding of any given situation it is following reasons and evidence where ever they may lead, even if they lead one to question cherished beliefs. Truth-seekers ask hard, sometimes even frightening questions; they do not ignore relevant details; they strive not to let bias or preconception color their search for knowledge and truth. The opposite of truth-seeking is bias which ignores good reasons and relevant evidence in order not to have to face difficult ideas.

Success Strategies-Group Presentation-Overall Means

SLS 1515 Overall Means: Success Strategies Group Presentation

Rubric Dimension	Overall Means By Semester	
	Fall 2012	Spring 2013
Accuracy	*	3.28
Relevance and Demonstration of Application	*	3.23
Creativity	*	3.21
Effective Group Communication	*	3.26

Note. Values are on a 4-point scale.

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

Success Strategies-Group Presentation-Achievement

SLS 1515 Success Strategies by Rubric Dimension: Group Presentation

Percentage of Students Scoring "3" or higher

Rubric Dimension	Fall 2012	Spring 2013
Accuracy	*	90.37%
Relevance and Demonstration of Application	*	89.84%
Creativity	*	86.10%
Effective Group Communication	*	86.02%

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

SLS 1515 SmarterMeasure Pre-Post Test Results

Overall Mean Difference and *t* Values by Semester

Rubric Dimension	<u>Fall 2012</u>		<u>Spring 2013</u>	
	Mean Difference	<i>t</i>	Mean Difference	<i>t</i>
Personal Attributes	-0.17	-0.44	-0.98	-2.01*
Life Factors	-0.42	-0.79*	0.57	0.86
Technology Knowledge	3.77	7.04*	4.22	6.37*
Technology Competency	-0.07	-0.09*	2.02	2.29*

**Significant difference at the alpha = .05 level*

Success Skills Survey

Success Skills Survey Results: Communication, Goal Attainment, and Cognitive Strategies

Success Strategy	Percentage of Respondents Reporting Application	
	Fall 2012	Spring 2013
Note-taking	74.4%	80.8%
Critical Thinking	84.6%	86.5%
Study Skills	71.8%	76.9%
Creating a schedule	69.2%	78.8%
Creating a budget	56.4%	59.6%
Test-taking strategies	79.5%	86.5%
Forming study groups	43.6%	46.2%

Success Skills Survey Results: Goal Attainment, Communication, and Cognitive Rating Scale

Success Strategy	Percentage of Respondents Reporting Substantial Improvement as a Result of SLS 1515	
	Fall 2012	Spring 2013
Arriving to class on time.	5.0%	7.3%
Attending class.	10.0%	7.3%
Reviewing the course schedule.	10.3%	20.4%
Using the calendar or lists.	17.5%	25.9%
Working on large projects incrementally.	22.5%	27.3%
Using small group communication skills.	35.0%	52.9%
Participating and asking questions when appropriate.	22.5%	52.9%
Forming a relationship with other students.	20.0%	24.1%
Meeting with the professor outside of class for help.	10.3%	27.8%
Thinking critically about texts and lectures.	35.9%	38.9%

Within-Course Completion Rates

SLS 1515 Within-Course Success Rates (%Passing, A-C)

Campus	Semester	
	Fall 2012	Spring 2013
Charlotte	74.40%	82.76%
Collier	83.90%	69.23%
Hendry Glades	86.70%	52.63%
Lee	74.90%	70.16%
College Total	77.00%	70.07%

Term-to-Term Retention

Table 1

Term-to-Term Retention by Base Fall Term

		Not Retained Following Term	Retained Following Term	Totals
Fall 2011	Frequency	194	535	729
	Percent Overall	14.22	39.22	53.45
	Row Percent	26.61	73.39	
	Column Percent	54.04	53.23	
Fall 2012	Frequency	165	470	635
	Percent Overall	12.10	34.46	46.55
	Row Percent	25.98	74.02	
	Column Percent	45.96	46.77	
Total	Frequency	359	1005	1364
	Percent	26.32	73.68	100.00

$$\chi^2 (1, N = 1364) = 0.069, p < 0.793$$

Term-to-Term Retention

Table 2

Fall 2012 Term-to-Term Retention by Participation in SLS 1515

		Not Retained Following Term	Retained Following Term	Totals
Not in	Frequency	57	104	161
SLS 1515	Percent Overall	8.98	16.38	25.35
	Row Percent	35.40	65.60	
	Column Percent	34.55	22.13	
Enrolled in	Frequency	108	366	474
SLS 1515	Percent Overall	17.01	57.64	74.65
	Row Percent	22.78	77.22	
	Column Percent	65.45	77.87	
Total	Frequency	165	470	635
	Percent	25.98	74.02	100.00

$$\chi^2 (1, N = 635) = 9.95, p < 0.002$$

Training Module Completers

- As of July 2013, **111** faculty and staff have completed the ten Cornerstone Instructor Training Modules.
- **87** staff and administrators have completed five required Staff/Administrator modules.
- **Over 100** faculty, staff and administrators attended the Summer Cornerstone Training Institute.
- **383** faculty, staff and administrators have attended one or more QEP Cornerstone Module.
- **All departments are encouraged to set training**

FYE Social Media

Connect with us via social media

 [Facebook: Edison FYE](#)

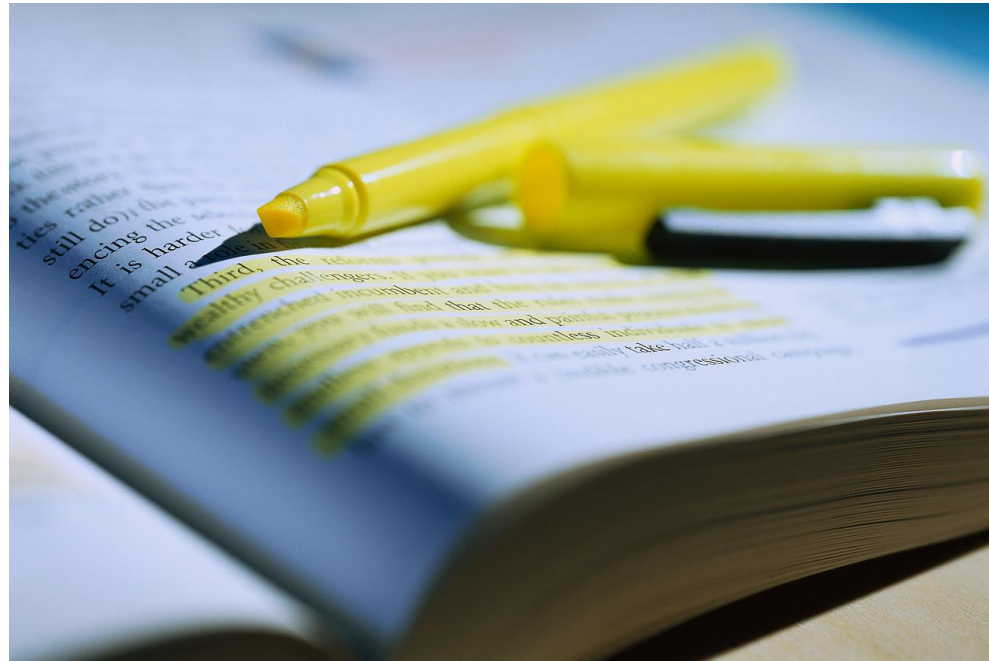
 [Twitter: @EdisonFYE](#)

 [Blog: Edisonfye.blogspot.com](#)

 [Pinterest: Edison FYE](#)

 [Instagram: Edison FYE](#)

Department Policy Manual



Assessments



General Reminders

- Convocation – Friday, September 27
- Human Resources Risk Control Training
- Communities of Practice
- Email

Labs Update



Anything Else



STUFF

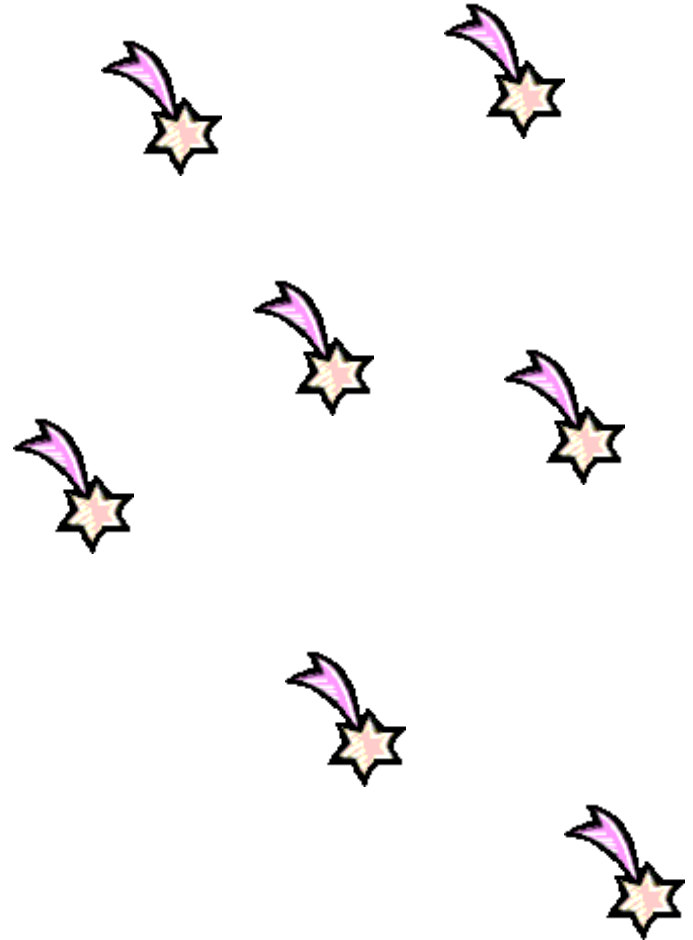
Next Meeting

Friday, October 12, 2012

1:00 p.m.

I 122

Lee Campus





Thank you!