

## DIVISION OF COLLEGE AND CAREER READINESS DEPARTMENT OF DEVELOPMENTAL STUDIES

#### AGENDA

Department Meeting Friday, October 11, 2013 1:00 p.m., I 122

- I. Welcome
  - **Success and Accomplishments**
- II. Senate Bill 1720 Updates
- III. QEP Update
- IV. Assessments
- V. The Sunshine Committee *Professors Buonocore and Vache*
- VI. General Reminders
  - a. Travel procedures
  - b. Textbook and book orders
- VII. Labs Update Monica Moore
- VIII. Adjunct Meeting on Tuesday
- IX. Anything else

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

Next meeting - Friday, November 8, 2013



#### **DEPARTMENT OF DEVELOPMENTAL STUDIES**

Department Meeting 10-11- 2013 *Please sign in* 

Eileen Deluca	hy him
Caroline Seefchak	(K See Chak
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Jennifer Barreto	
Karen Buonocore	
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Rebecca Gubitti	Rebecca Gerbitt
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Karen Maguire	Laren Maguine
Jaime Marecz	
Tom Mohundro	Jan Mahmus ri
Pat Newell	Pat Neway
Robert Olancin	Robert Olen
Joseph Roles	
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Violeta Rotonda	·
Troy Tucker	
Cathy Vache	Clacke
Terry Zamor	Pr
Monica Moore	M 6010010

#### **MINUTES**

# All Campuses Department Meeting Division of College and Career Readiness Department of Developmental Studies Friday, October 11, 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	Excused
Caroline Seefchak, Chair, Developmental Studies,	Present	Bert Lawrence, Professor, Developmental Math	Present	Candace Rosene, Professor, Developmental Math	Present
Cynthia Baker, Professor, Developmental Math	Present	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	Excused
Karen Buonocore, Professor, Developmental Math	Excused	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	Present	Pat Newell, Professor, Developmental Math	Present	Wanda Day, Professor, Developmental Reading	Present
Jennifer Grove, Professor, Developmental English	Present	Robert Olancin, Professor, EAP	Present		

#### Guests

Monica Moore

#### Welcome

Caroline Seefchak, Chair, welcomed the faculty and thanked everyone for being there.

#### **Successes and Accomplishments**

Cindy Baker said that she had lots of success working with the math lab. Required all students who did not pass their first test to go to the math lab for 4 hours and some had to obtain a tutor. Complete assignments with a late penalty.

Jaime Marecz discussed the success of a student for whom she had written an early alert.

Rebecca Gubitti talked about the success of the Great Teaching seminar. It was, as expected, great and all the participants had a wonderful time and said it was a great day. She discussed the day; there were comments from faculty who had participated: More instructors will want to go. Diversity of the faculty. Ability to meet people from other disciplines. Everything said was very positive.

#### Senate Bill 1720

Two Task Forces have been working toward completion of the College's plan, to be submitted on a template to the Division of Florida Colleges, by January.

Dr. DeLuca shared data that shows that approximately 50 to 60% of the current enrollment of students in developmental education at this College will be considered exempt under the new legislation.

Some questions came up pertaining to the work being done by the Task Force and what types of course deliveries may be considered under the new rules.

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. Slides showing the basic components of the Bill were shown:

#### 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:

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- (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.

#### **QEP Update**

Dr. DeLuca discussed that scheduling is underway for spring courses. In the fall of 2014, all FTIC students will be required to take the Cornerstone class.

#### Assessments

All faculty are reminded of the importance of Common Course Assessments and common course final exams and course mastery exams. Forms must be mailed to the Lee Campus for data processing.

#### **Sunshine Committee**

Cathy Vache, representing the committee, explained that monthly birthday celebrations would continue and that the Sunshine Committee currently has enough funds. A holiday party is being planned for the last Friday that faculty are present, the traditional day that it has been held.

#### **General Reminders**

Travel Procedures – even when a faculty member is not requesting funds to be away at a conference, he or she must still submit paperwork.

Textbooks and book orders – please send requests to Dr. DeLuca

Communities of Practice – these are great events and everyone is encouraged to attend

#### Labs Update

Monica Moore, Lab Director, talked about the changes that have been made in the Labs, combining the formerly developmental-only labs with the academic success labs. It has been very busy, and everything is going well.

**Anything Else** 

**Adjunct Meeting** 

Tuesday, October 15 4:00 p.m. H 223

Next Meeting
Friday, November 8, 2013
1:00 p.m.
I 122
Lee Campus

Thank you!

Compiled by
Jaime Martz
Professor, Developmental Math

And submitted by Caroline Seefchak, Ph.D. Chair, Developmental Studies

# Division of College and Career Readiness Department of Developmental Studies



Department Meeting
October 11, 2013

## Welcome



## **Successes and Accomplishments**



**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**



**Developmental Education - Definition:** 

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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** 

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### **SB 1720: Developmental Course Options**

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## SB 1720 at Edison State College

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#### **SB 1720**

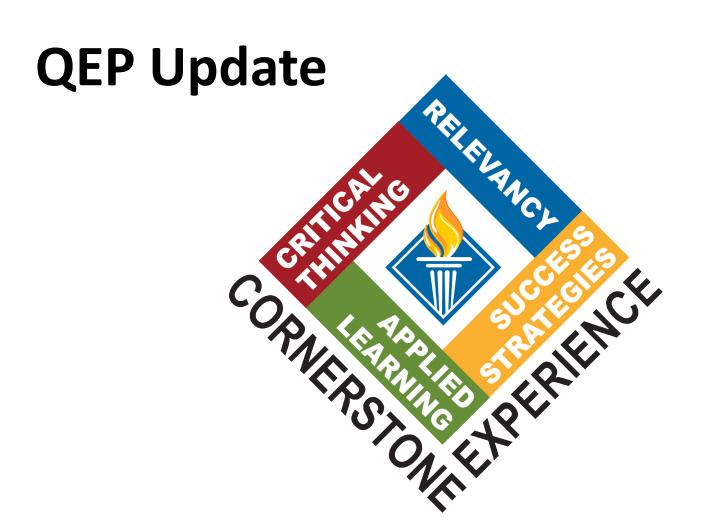
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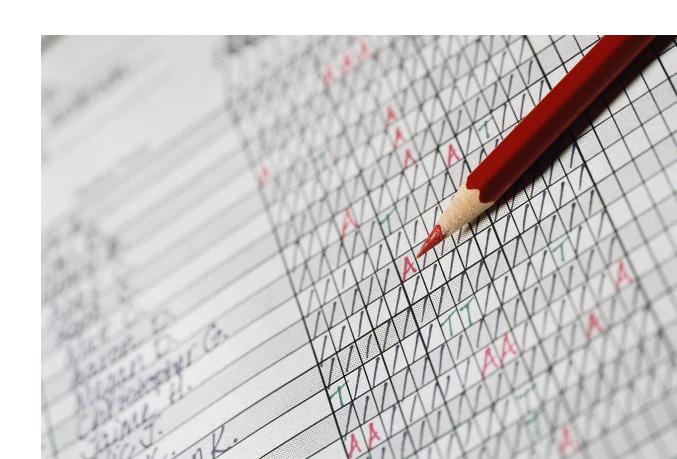
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## **Assessments**



## **Sunshine Committee**



#### **General Reminders**

- Travel Procedures
- Textbooks and book orders
- Communities of Practice



## **Labs Update**



## **Anything Else**

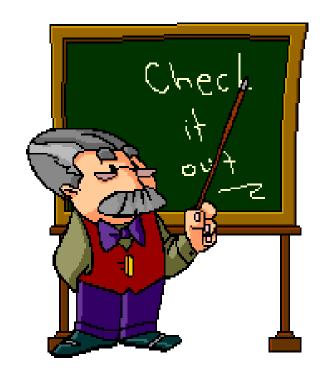


## **Adjunct Meeting**

Tuesday, October 15

4:00 p.m.

H 223



## **Next Meeting**

Friday, November 8,

1:00 p.m.

**I 122** 

Lee Campus





## Thank you!