



AGENDA

Department Meeting
Friday, January 10, 2014
2:30 p.m., I 122

- I. Welcome
 - Success and Accomplishments
 - Announcements
- II. Student Satisfaction Data, Fall 2013
- III. Adjunct Faculty Evaluation and Portfolio Review Process
- IV. Senate Bill 1720
- V. Labs Update
- VI. New Printer
- VII. QEP Update
- VIII. General Reminders
 - Attendance Verification
 - Common Course Assessments
- IX. Anything else
- X. Discipline-Area Break-Outs

Upcoming Scheduled Meetings

- Friday, February 14, 2014, 2:30 p.m., I 122
- Friday, March 14, 2014, 2:30 p.m., I 122
- Wednesday, March 19, 2014, Adjunct Meeting, 4:30 p.m., H 223
- Friday, April 11, 2014, 2:30 p.m., I 122



DEPARTMENT OF DEVELOPMENTAL STUDIES

Department Meeting

Please sign in

Friday, January 10, 2014

Eileen Deluca	<i>Eileen Deluca</i>
Caroline Seefchak	<i>Caroline Seefchak</i>
Cynthia Baker	<i>Cynthia Baker</i>
Jennifer Barreto	<i>Jennifer Barreto</i>
Karen Buonocore	<i>Karen Buonocore</i>
Wanda Day	<i>Wanda Day</i>
Sabine Eggleston	<i>Sabine Eggleston</i>
Jennifer Grove	
Rebecca Gubitti	<i>Rebecca Gubitti</i>
Renee Hester	<i>Renee Hester</i>
Bert Lawrence	<i>Bert Lawrence</i>
Melanie LeMaster	<i>Melanie LeMaster</i>
Karen Maguire	<i>Karen Maguire</i>
Jaime Marecz	<i>Jaime Marecz</i>
Tom Mohundro	<i>Tom Mohundro</i>
Pat Newell	<i>Pat Newell</i>
Robert Olancin	<i>Robert Olancin</i>
Joseph Roles	<i>Joseph Roles</i>
Candace Rosene	<i>Candace Rosene</i>
Violeta Rotonda	
Troy Tucker	<i>Troy Tucker</i>
Cathy Vache	<i>Cathy Vache</i>
Terry Zamor	<i>Terry Zamor</i>
Tom Bulckingham	<i>Tom Bulckingham</i>
Monica Moore	<i>Monica Moore</i>
Dayami Martinez	<i>Dayami Martinez</i>
Patrick Serrao	<i>Patrick Serrao</i>

MINUTES

**All Campuses Department Meeting
Division of College and Career Readiness
Department of Developmental Studies
Friday, January 10, 2014, 2:30 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	PR
Cynthia Baker, Professor, Developmental Math	Present	Melanie LeMaster, Professor, Developmental Reading	Present	Dayami Martinex, Professor, EAP	PR
Jennifer Barreto, Professor, Developmental Math	Present	Karen Maguire, Professor, Developmental Reading	Present	W. Troy Tucker, Professor, EAP	PR
Karen Buonocore, Professor, Developmental Math	Present	Jaime Marecz, Professor, Developmental Math	Present	Cathy Vache, Professor, Developmental Math	PR
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		Robert Olancin, Professor, EAP	Present		

Guests:

I. Welcome

Dr. Caroline Seefchak, Chair of Developmental Studies, thanked everyone for attending and welcomed everyone to the meeting

Successes and Accomplishments

It has become a tradition to start our meetings by sharing our successes and accomplishments with students and in our lives.

Announcements

Professor Jennifer Barreto announced that she has been accepted into the doctoral program in mathematics at the University of Central Florida and would leave her position at Edison State College after the spring semester.

Dr. Seefchak announced that she had accepted a position in the School of Education at Edison State College as Professor of Reading Education. The new position starts in August 2014; Dr. Seefchak will remain in her current position until then.

II. Student Success Data

Student satisfaction data from the fall semester was discussed for the disciplines of developmental reading, developmental writing, and developmental mathematics.

Reading

Surveys Sent: 542

Responses: 44

Percent Return: 8.12%

Writing

Surveys Sent: 503

Responses: 42

Percent Return: 8.35%

Math

Surveys Sent: 2068

Responses: 211

Percent Return: 10.2%

See attached.

III. Adjunct Faculty Portfolio and Evaluation

Dr. Seefchak announced that the office of the Provost has changed the requirements for Adjunct Faculty Portfolios. Evaluations and portfolios need to be completed every three years now.

From the document provided by Dr. Wright:

New adjunct faculty members will begin the portfolio review process in the first semester in which they teach. This process will include a classroom observation by the adjunct faculty mentor or Dean/Department Chair/Coordinator. The Dean will finalize the portfolio review for the academic year. The next review cycle will occur during their fourth year and every three subsequent years. During the review cycle a classroom observation will be conducted. A Dean may determine that an adjunct faculty member must be evaluated in as many consecutive years as necessary and will inform the adjunct faculty member that a Portfolio Review must be completed and another classroom observation done during the coming semester or year.

Dr. Seefchak also spoke about Dr. Wright's proposed Adjunct Faculty Mentoring Program, to start in the fall. From Dr. Wright's memo:

An adjunct faculty mentor (AFM) is a fulltime faculty member who volunteers for this position. The AFM will serve as adjunct faculty support for an academic year and will be from the same (or closely related) discipline as the adjunct faculty member. The AFM will be approved by the Dean of the School and will usually be a full-time faculty member on continuing contract. All new (first-time) adjunct faculty will be assigned an AFM. Also, all adjunct faculty undergoing portfolio review will be assigned an AFM during their academic year of review. The role of the*

AFM is to make contact with the adjunct faculty member before (or early in) the first semester of teaching (fall, spring, summer) to offer any assistance needed in getting started. Subsequently, during the first half of the first semester of teaching, the AFM will schedule and complete a classroom observation of the adjunct faculty member using a standard format developed by the Provost/VPAA. A follow-up discussion will occur between the AFM and the adjunct faculty member concerning the classroom observation. Results of the classroom observation and the follow-up discussion will be forwarded to the appropriate Dean (and Department Chair or Coordinator, if applicable). The AFM is expected to make monthly contact with the adjunct faculty member during the first semester of teaching. An AFM will receive a stipend of \$150 per adjunct faculty member mentored. A \$200 stipend will be provided to an AFM who agrees to mentor a Dual Enrollment adjunct faculty member teaching at a high school site. An AFM's maximum load of mentees is five. A Department Chair will typically not serve as an AFM. In rare instances when no appropriate full-time faculty is available, an adjunct faculty member may serve as an AFM. Any adjunct who serves as an AFM must be an active and engaged faculty member that has demonstrated effective teaching over a period of two years. He/she must have completed at least one successful portfolio evaluation cycle.

IV. Senate Bill 1720

The “final” draft of the College’s plan for response to SB 1720 has been released. Many faculty members have questioned the procedure for when students ask about being exempt. This is the language that is included on the SB 1720 Plan:

Notification of Florida Statute 1008.30(4)(a) was placed on Edison’s website to inform student of changes in developmental education. Any student seeking exemption is now being directed to the Office of Admissions to have his or her high school transcript reviewed or to provide documentation of active-duty military status. If it is determined that a current student is exempt, the student will be referred to academic advising to complete an exemption acknowledgement form to ensure a full understanding of his or her rights.

Dr. Seefchak thanked the members of the faculty who had worked very hard as members of SB 1720 Task Forces. Those Task Force Members was asked to stand and be recognized for their efforts.

Dr. Seefchak and Dr. DeLuca spoke about the progress that has been made, in the creation of the required document. All of the Task Forces will meet this week, and the final plan will be presented to the Edison State College Board of Trustees on Tuesday, January 21, at the scheduled meeting of the Board at the Charlotte campus.

Sides from previous meetings, explaining and outlining Senate Bill 1720, were available for reference:

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.

V. Labs Update

Monica Moore spoke about new policies at the Lee Lab.

Because of the limited space in the Academic Success Center's H-208 and an increasing number of students who are allowed course make-up exams, it has become necessary to establish an appointment only schedule in H 208 to plan for and meet these needs. Please advise your students for whom it is deemed that a make-up exam is justified and for whom you are unable to accommodate that they must schedule an appointment for the makeup. Students may schedule their appointment by calling (239) 489 9310 or stopping by H 208.

Appointments will only be scheduled during the following days and times—

Monday through Thursday 9 AM to 11:30 AM and 1 PM to 6:30 PM

Friday between 9 AM to 11:30 AM and 1 PM to 3:30 PM

VI. New Printer

Starting February 1, 2014, anyone wanting to use a printer must have and use an Edison State College Connect card.

VII. QEP Update

Dr. Eileen DeLuca, Dean of College and Career Readiness, address the faculty with updates to our College's Quality Enhancement Plan, which is the First Year Experience class, SLS 1515 and activities for students.

VII. General Reminders

Dr. Seefchak reminded faculty of the following:

- Attendance Verification
- Assessments – Common Course Assessments need to be completed and submitted, to Dro at the Lee Campus, by the close of the semester. Common course finals and course mastery exams will be available in complete packets.

VIII. Anything Else

Minutes taken by J. Marecz and submitted by C. Seefchak

Division of College and Career Readiness
Department of
Developmental Studies



Department Meeting
January 10, 2014

Welcome



Successes and Accomplishments



Meeting Times this Semester

Proposed, using I 122

- Friday, February 14, 2014, 2:30 p.m., I 122
- Friday, March 14, 2014, 2:30 p.m., I 122
- Friday, April 11, 2014, 2:30 p.m., I 122

Student Satisfaction Data

Reading

Surveys Sent: 542

Responses: 44

Percent Return: 8.12%

Writing

Surveys Sent: 503

Responses: 42

Percent Return: 8.35%

Math

Surveys Sent: 2068

Responses: 211

Percent Return: 10.2%



Student Satisfaction Data

As in previous years, an overwhelming number of students' open-ended responses included such comments as:

“My professor was the best”

“Now I get it, and I know I can do it”

“My teacher did everything to help me to understand.”

Student Satisfaction Data: Developmental Reading

Reading

Surveys Sent : 542

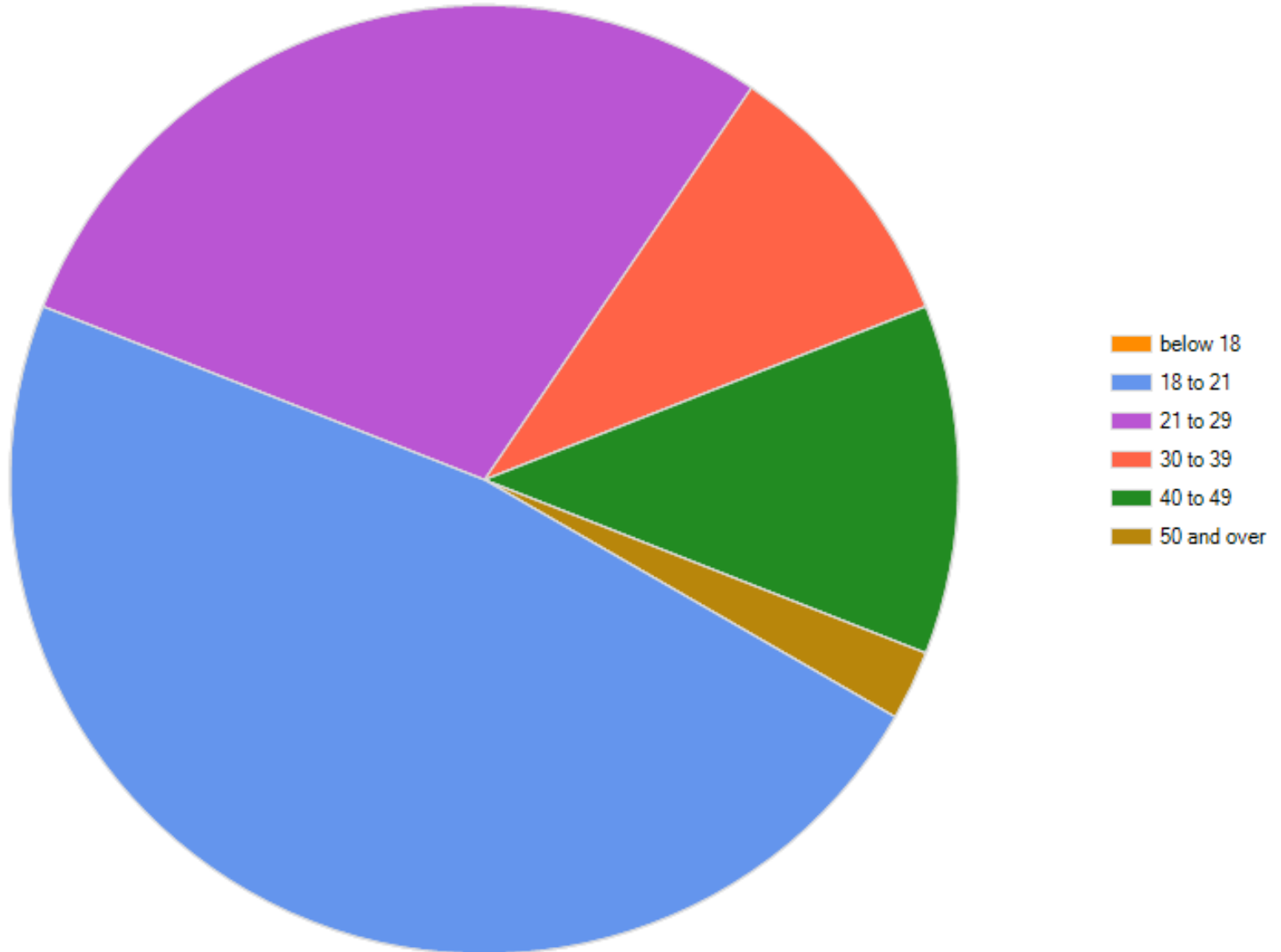
Responses: 44

Percent Return: 8.12%



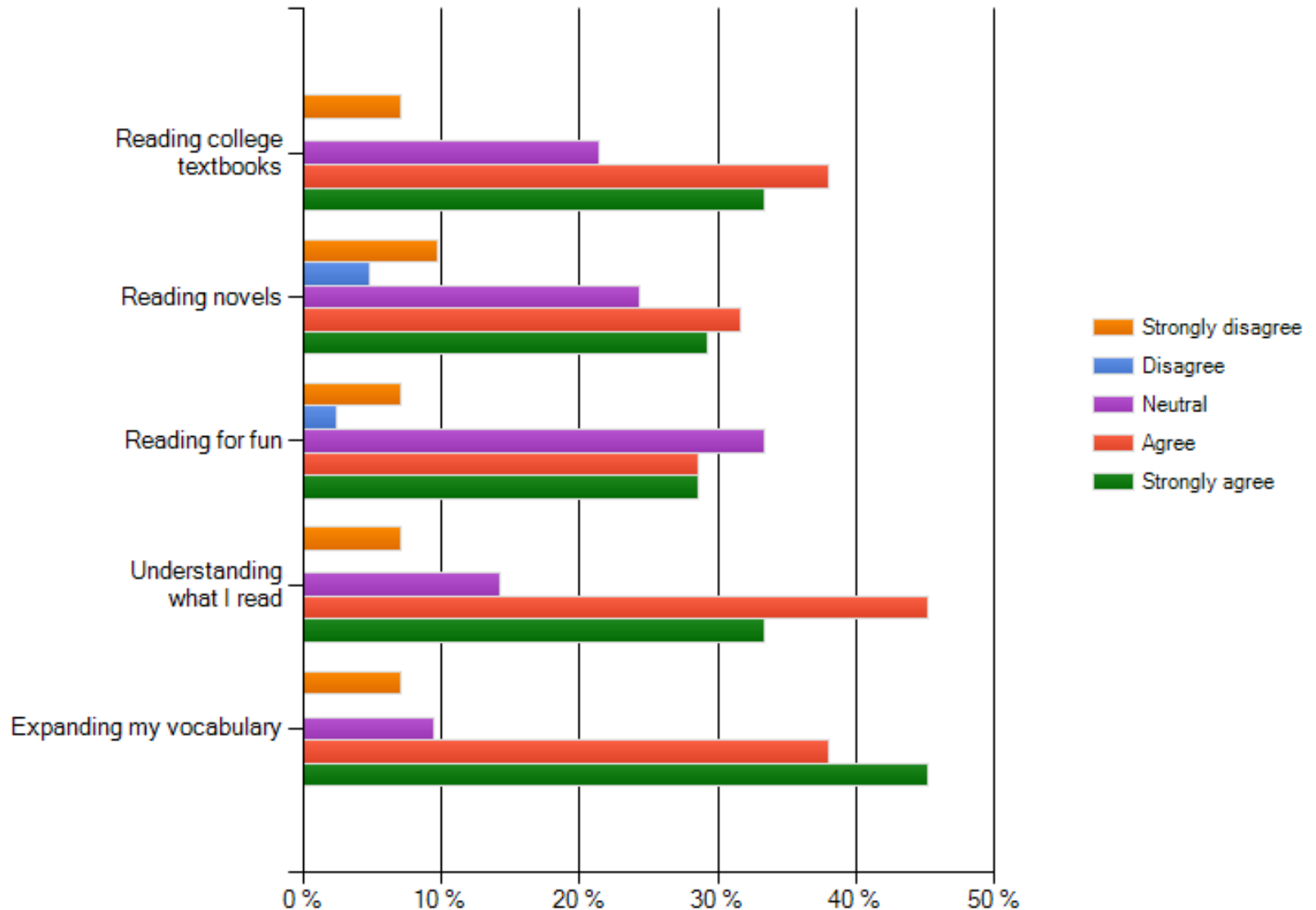
Student Satisfaction Data: Developmental Reading

Tell us your approximate age.



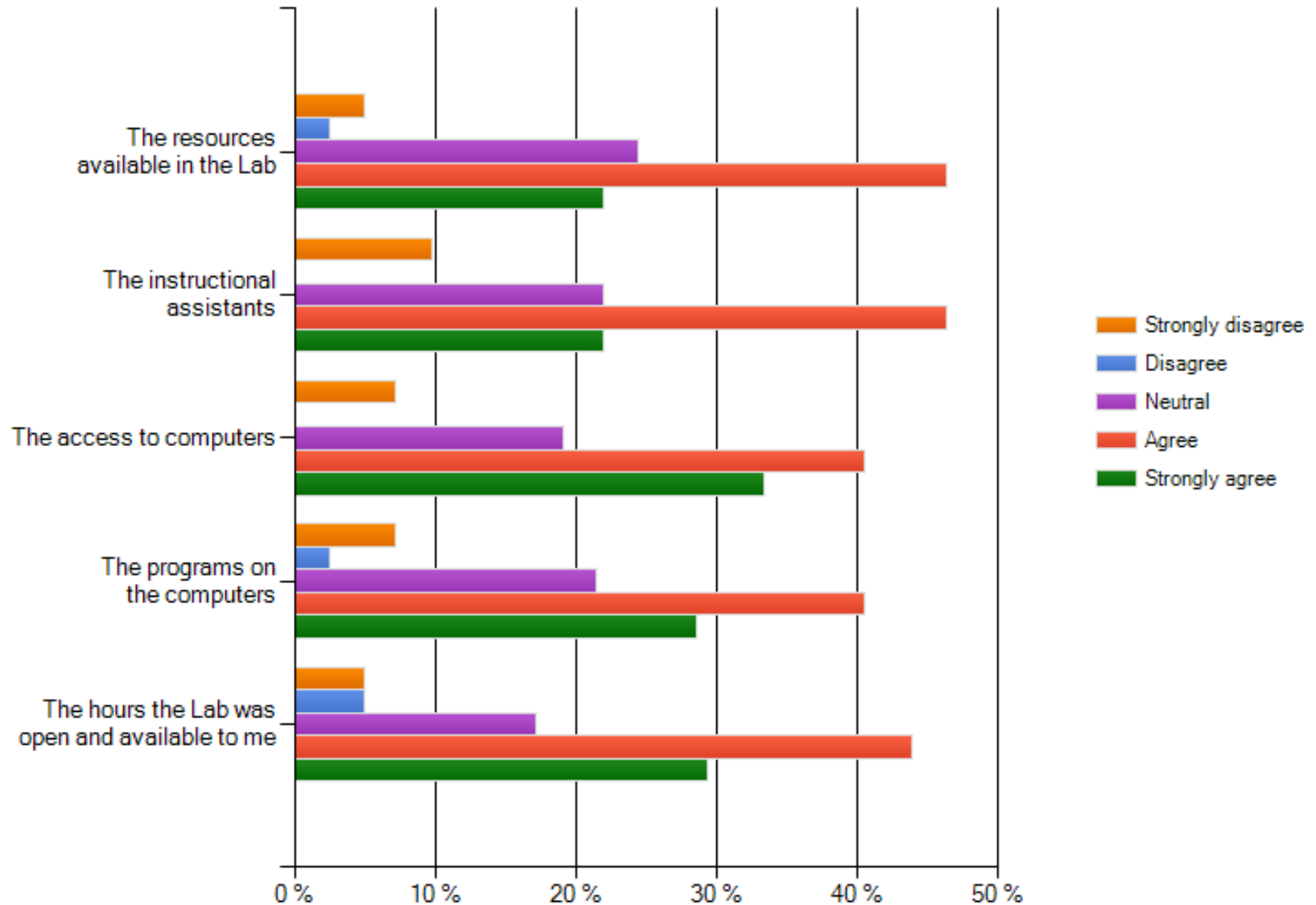
Student Satisfaction Data: Developmental Reading

I believe I have improved in the following areas since taking this Reading class.



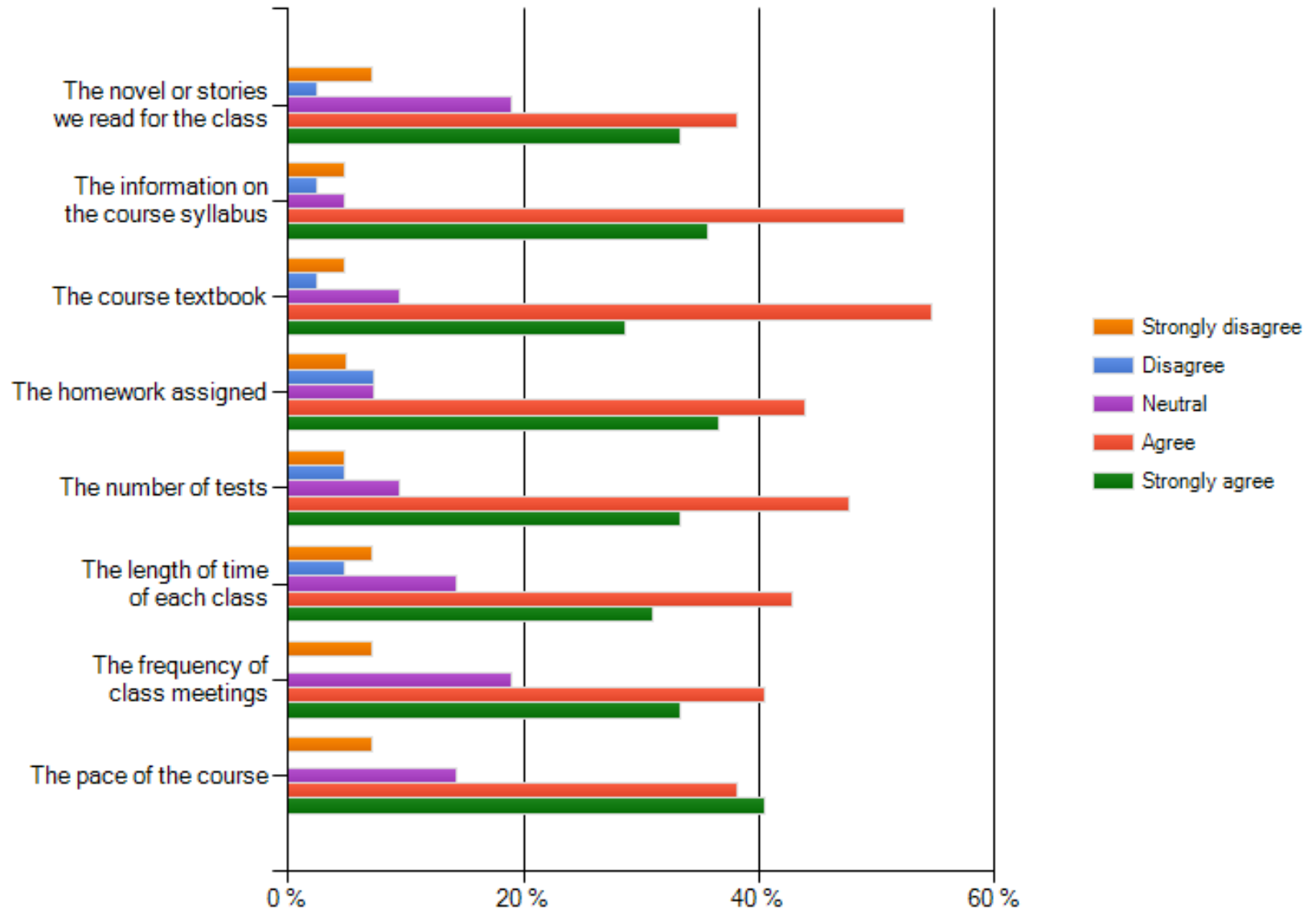
Student Satisfaction Data: Developmental Reading

I benefitted from the following aspects of the College Prep Lab for Reading this semester.



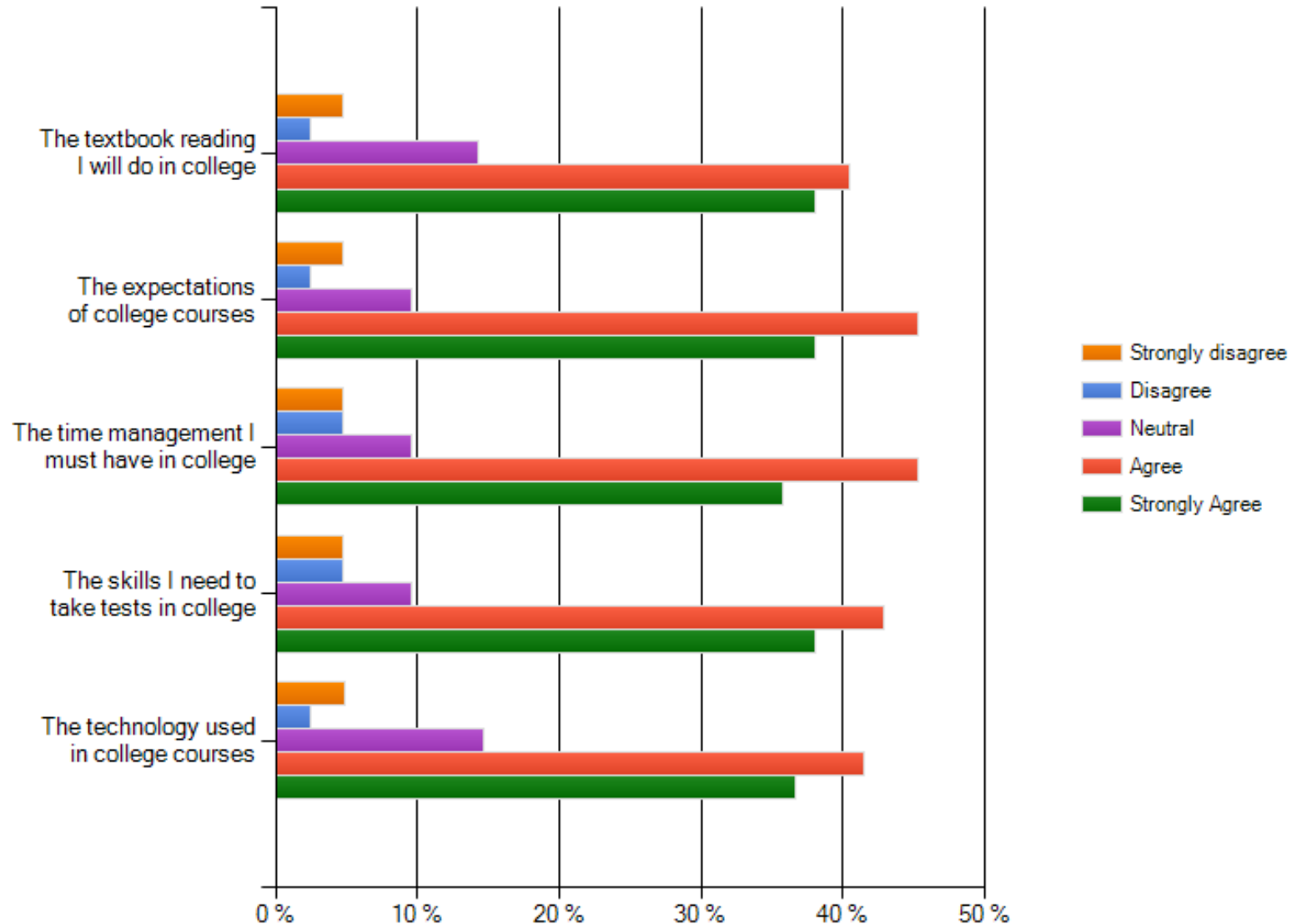
Student Satisfaction Data: Developmental Reading

I was satisfied with the following aspects of my Reading class this semester.



Student Satisfaction Data: Developmental Reading

This Reading course prepared me for:



Student Satisfaction Data: Developmental Writing



Writing

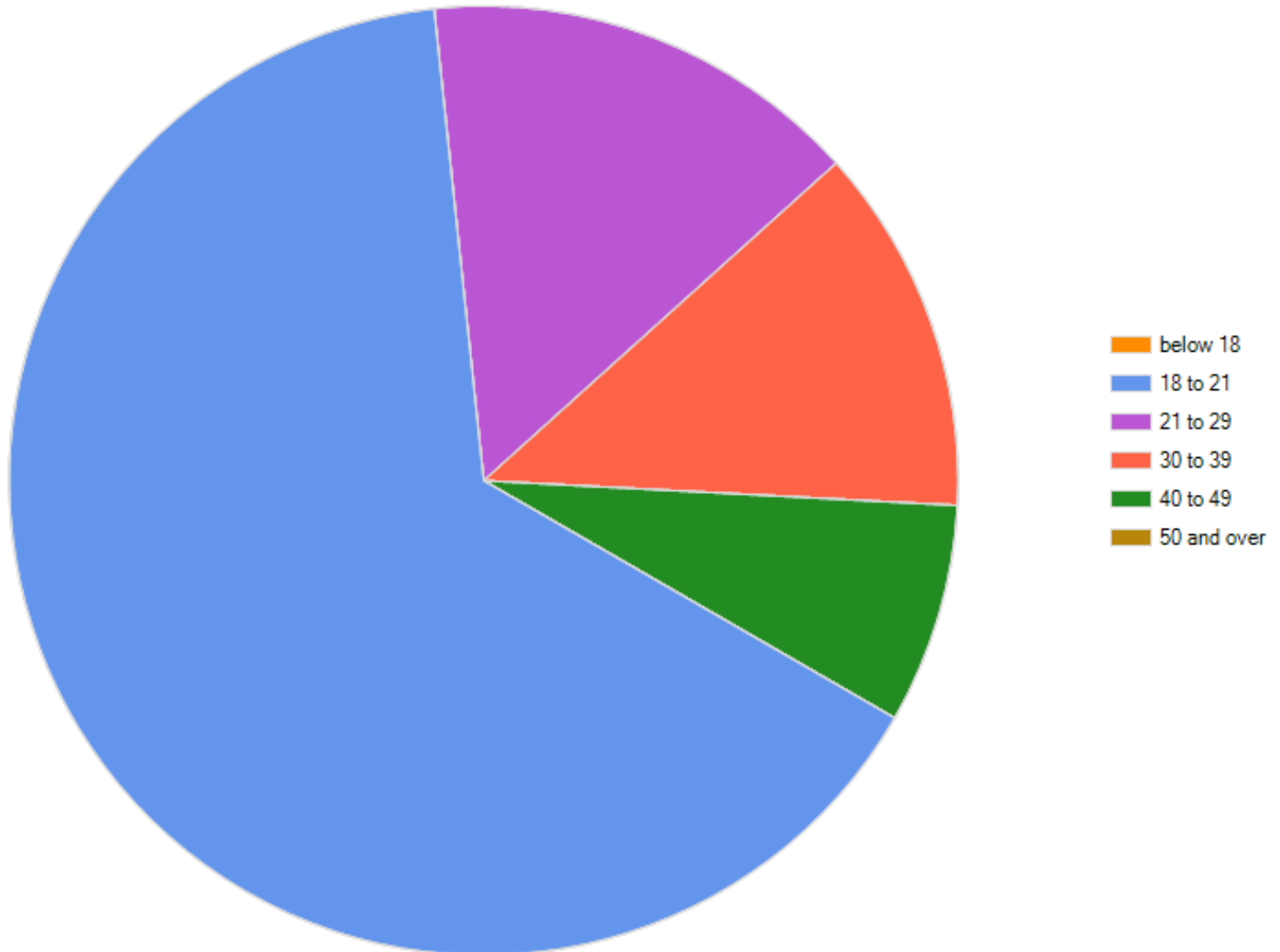
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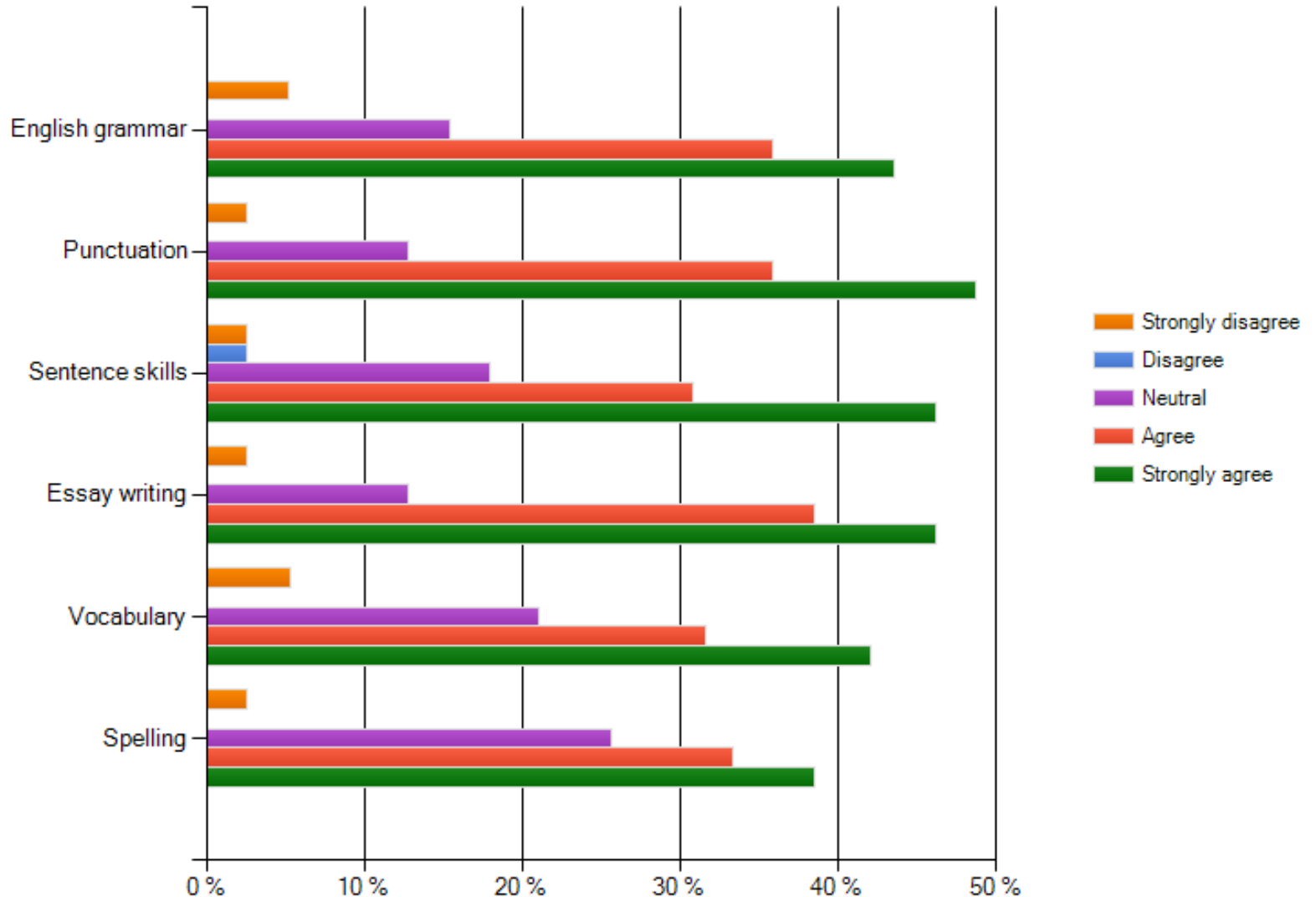
Student Satisfaction Data: Developmental Writing

Tell us your approximate age.



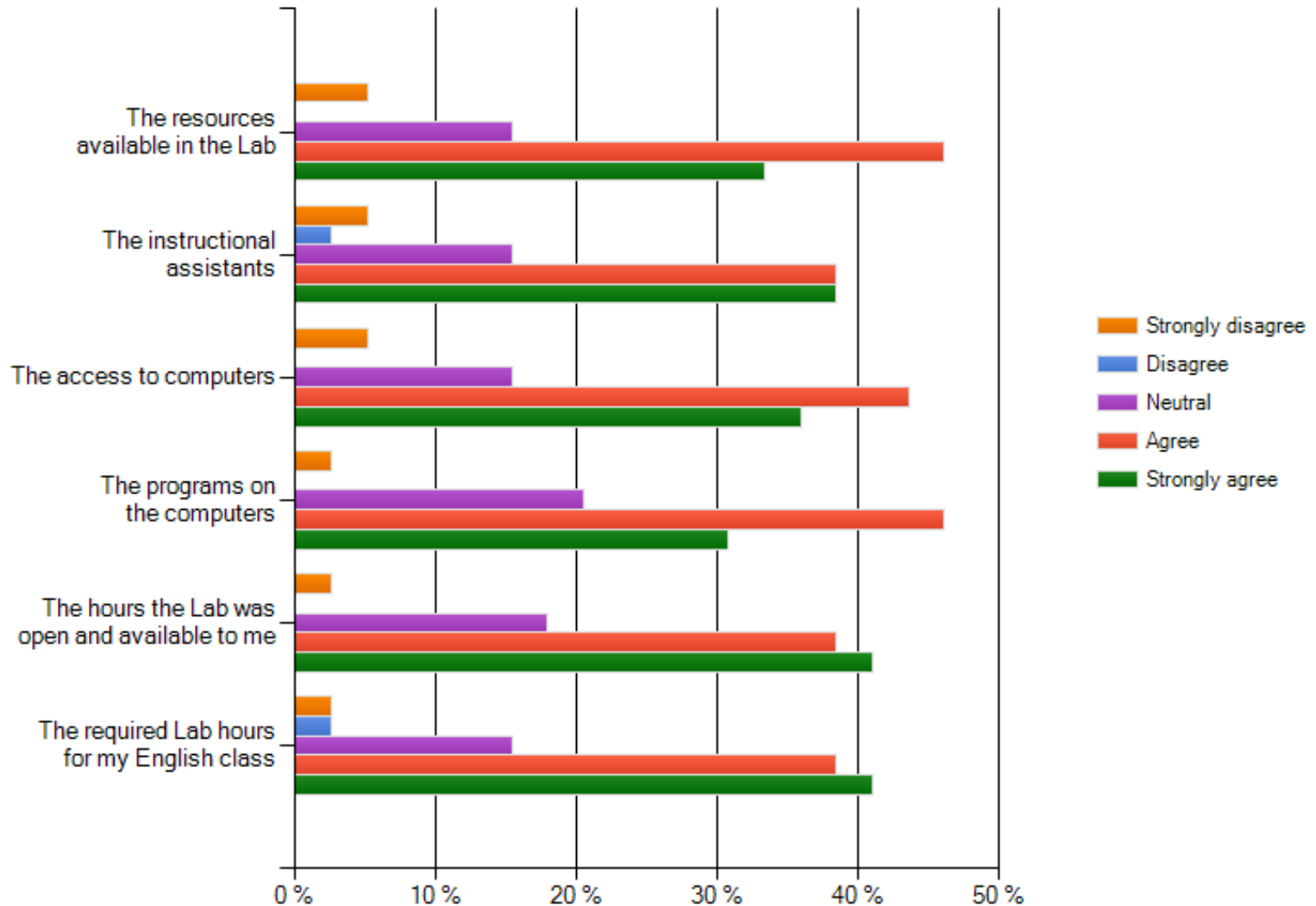
Student Satisfaction Data: Developmental Writing

I believe I have improved in the following areas since taking this English class.



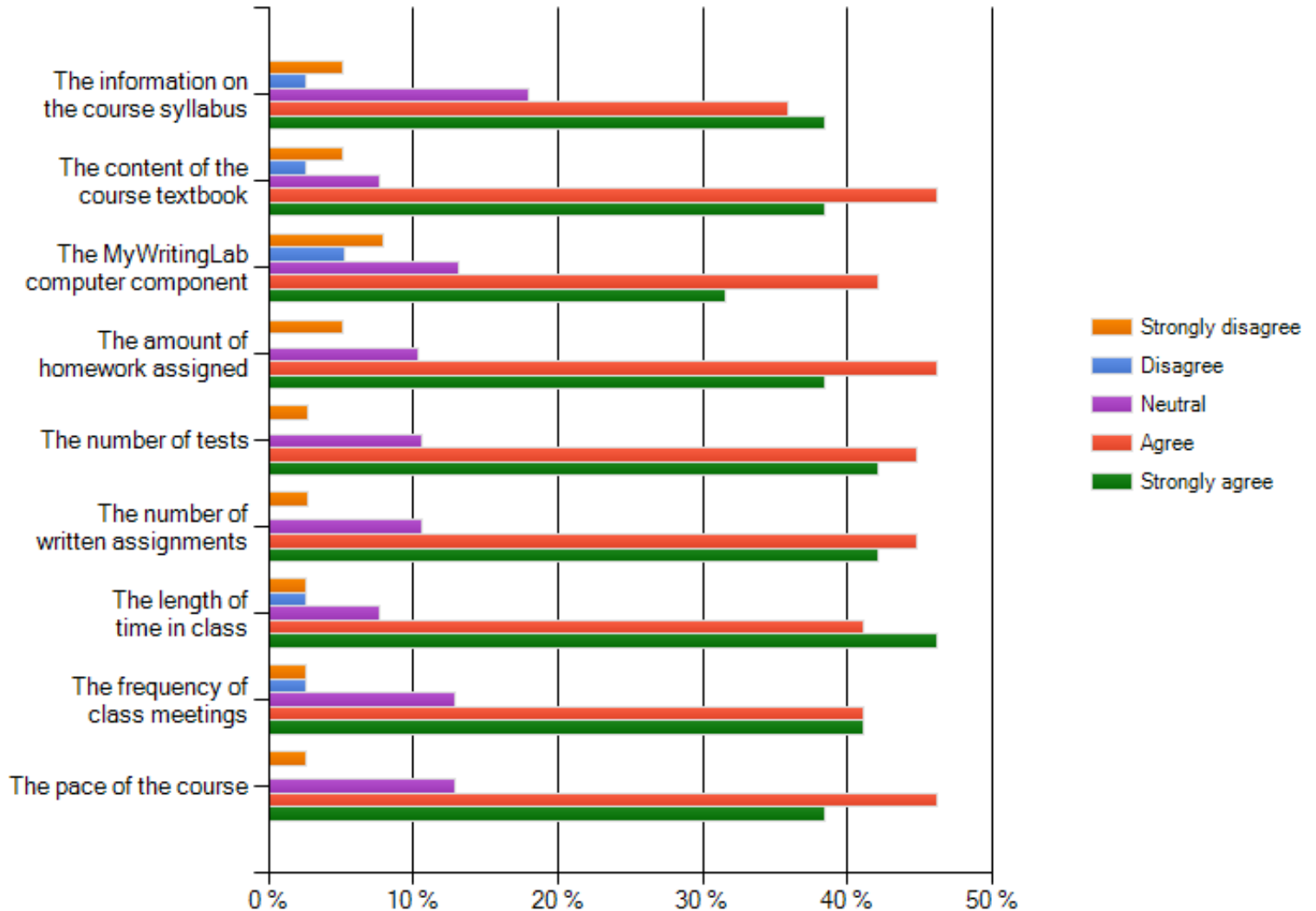
Student Satisfaction Data: Developmental Writing

I benefitted from the following aspects of the College Prep English Lab this semester.



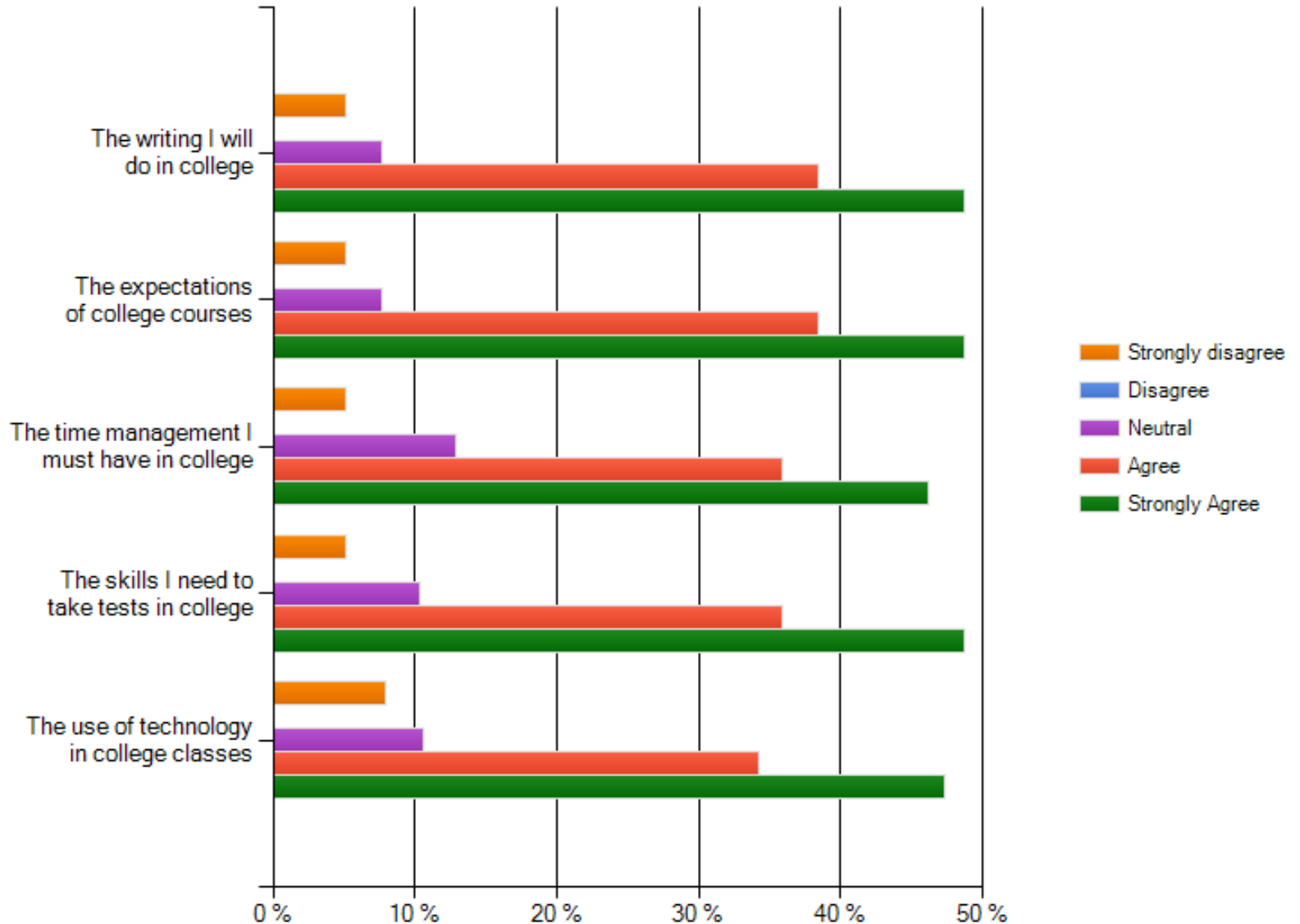
Student Satisfaction Data: Developmental Writing

I was satisfied with the following aspects of my English class this semester.



Student Satisfaction Data: Developmental Writing

This English course prepared me for:



Student Satisfaction Data: Developmental Mathematics

Math

Surveys Sent: 2068

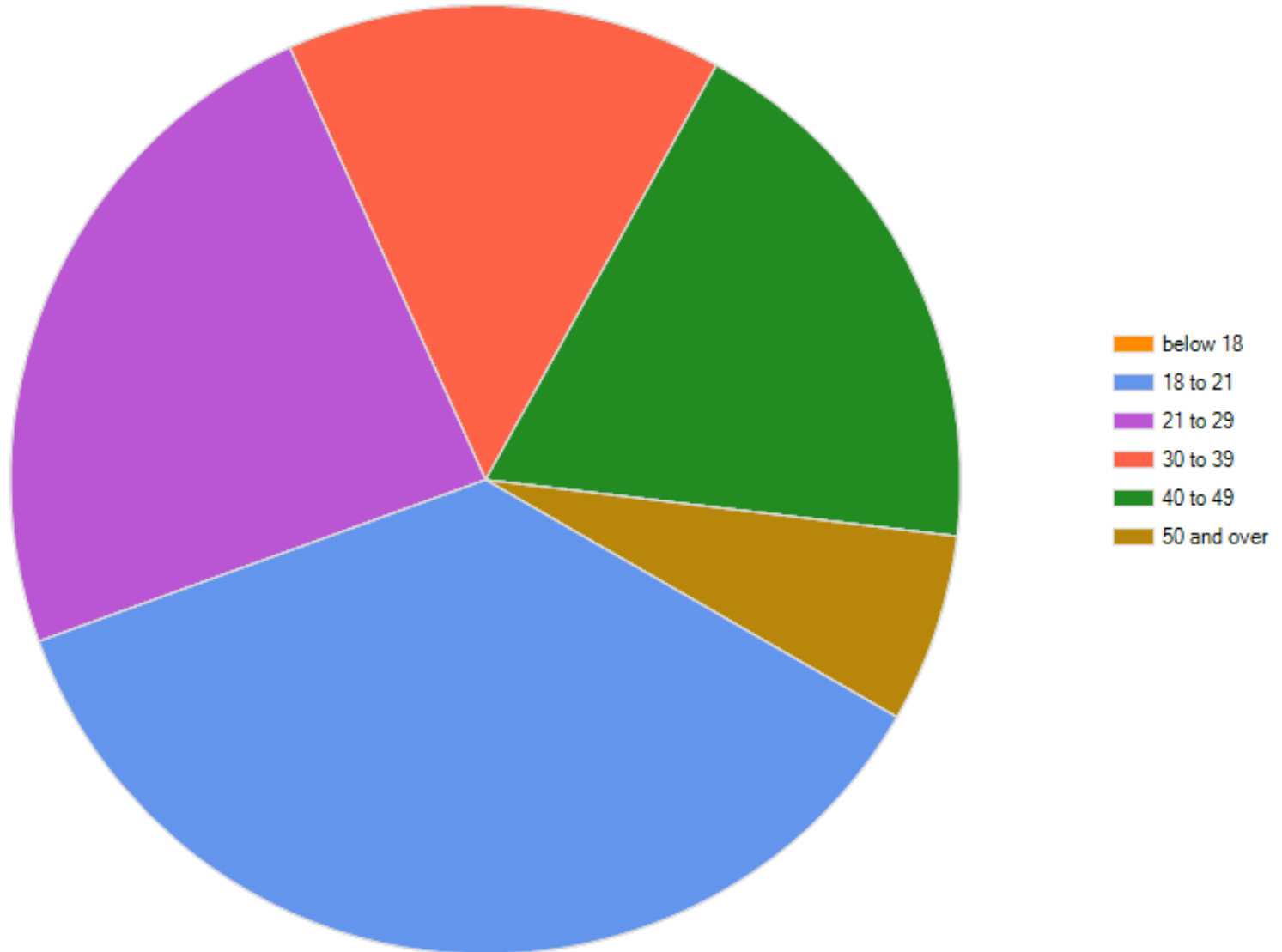
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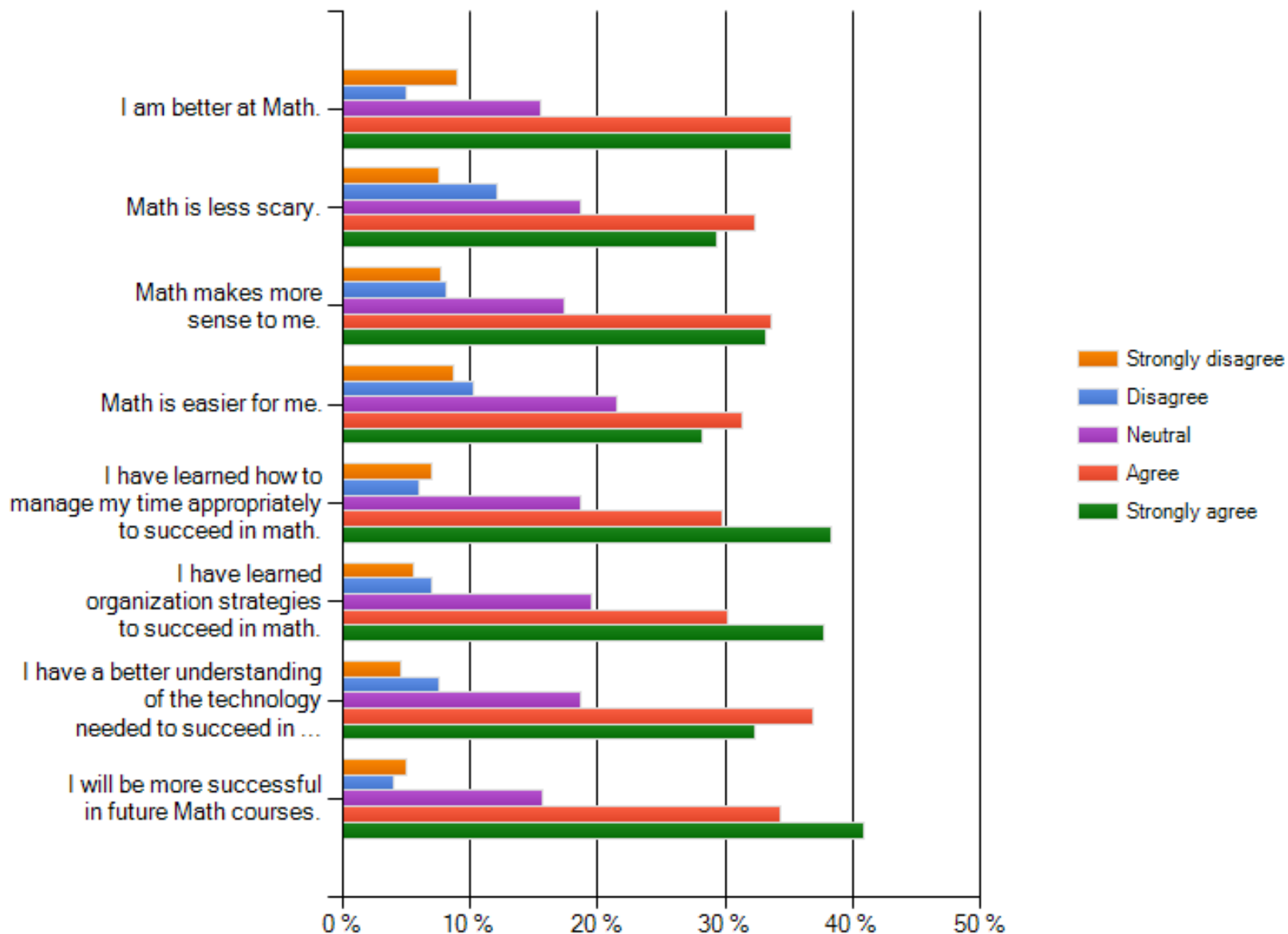
Student Satisfaction Data: Developmental Math

Tell us your approximate age.



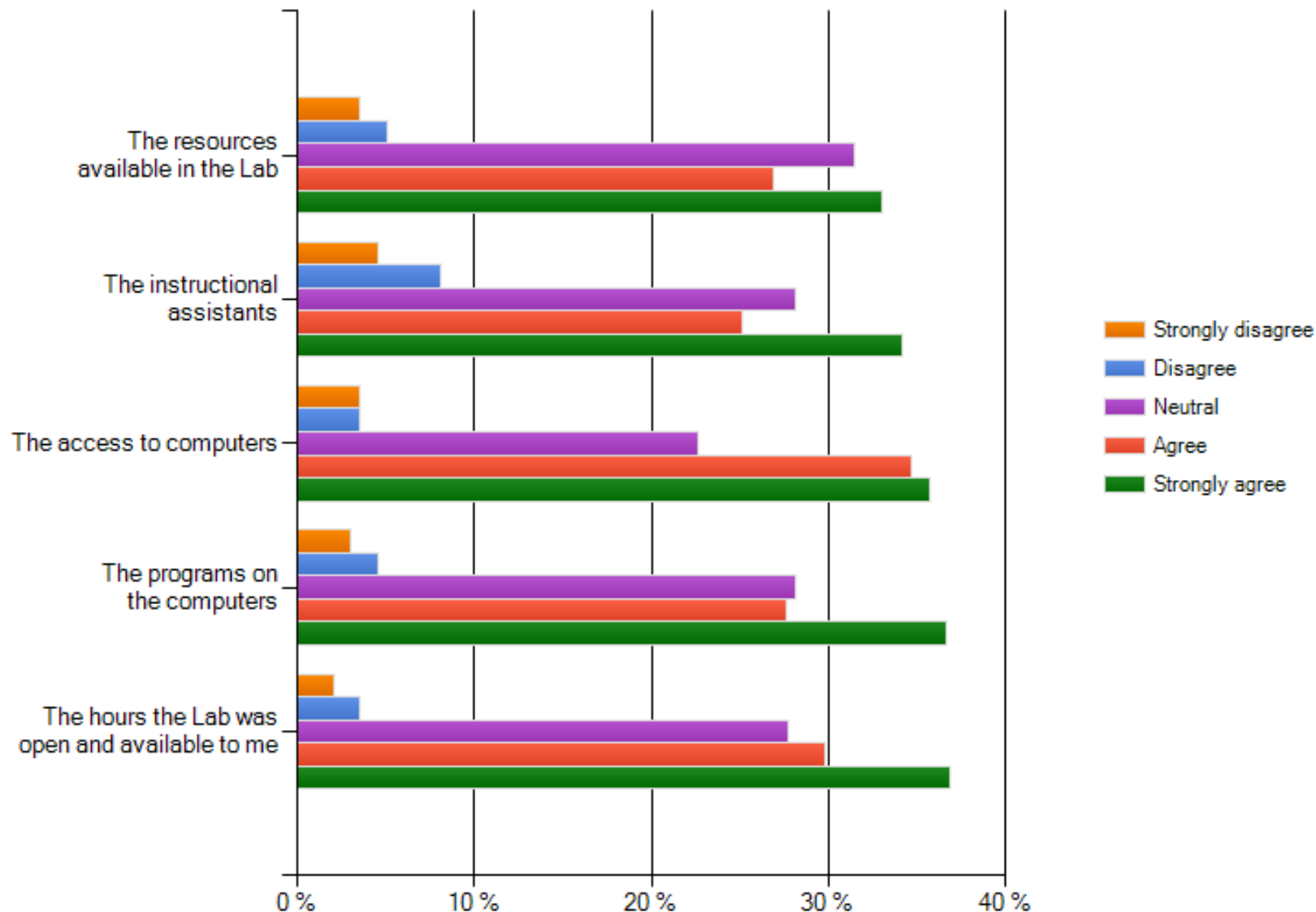
Student Satisfaction Data: Developmental Math

I believe the following since taking this Math class.



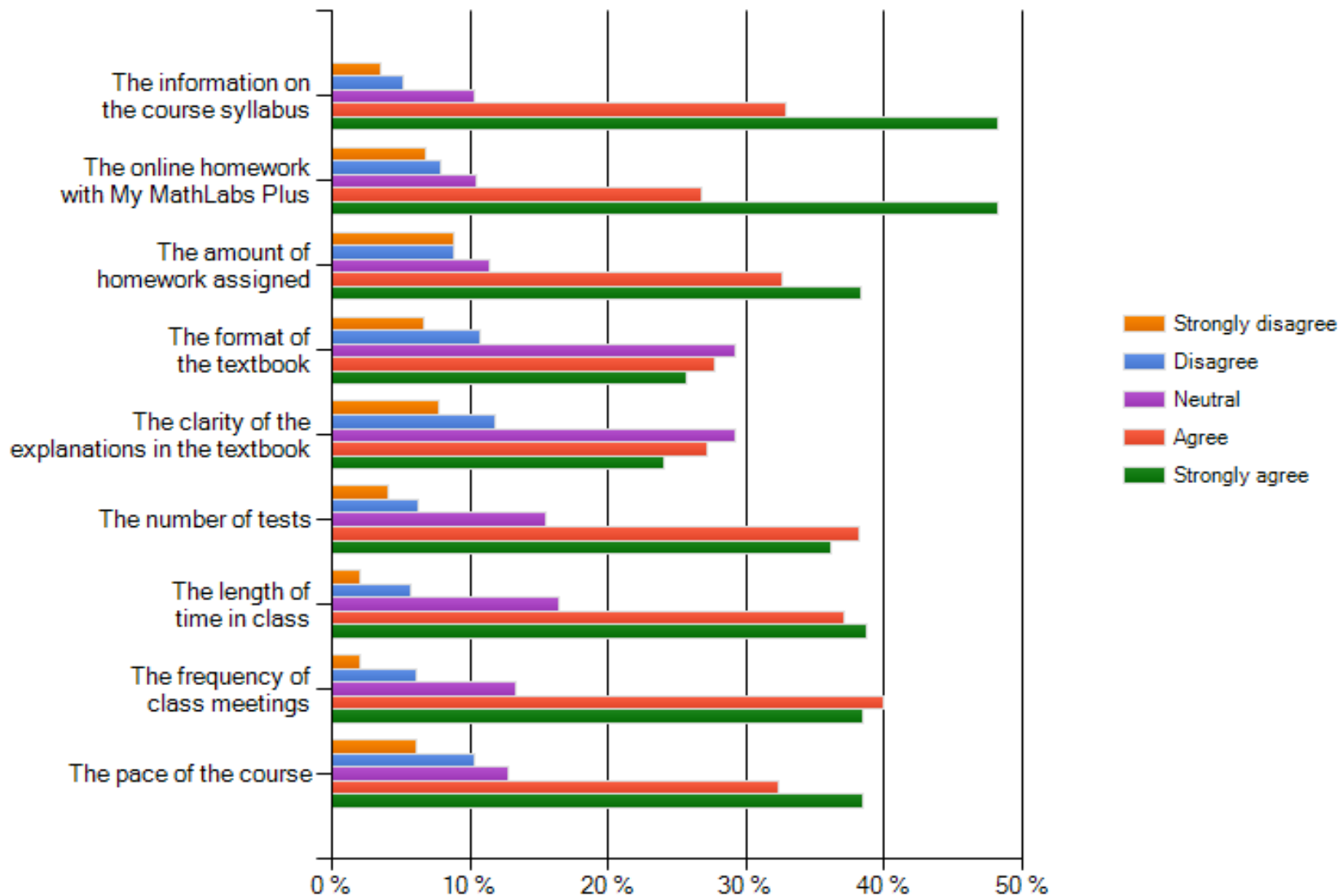
Student Satisfaction Data: Developmental Math

I benefitted from the following aspects of the College Prep Math Lab this semester.



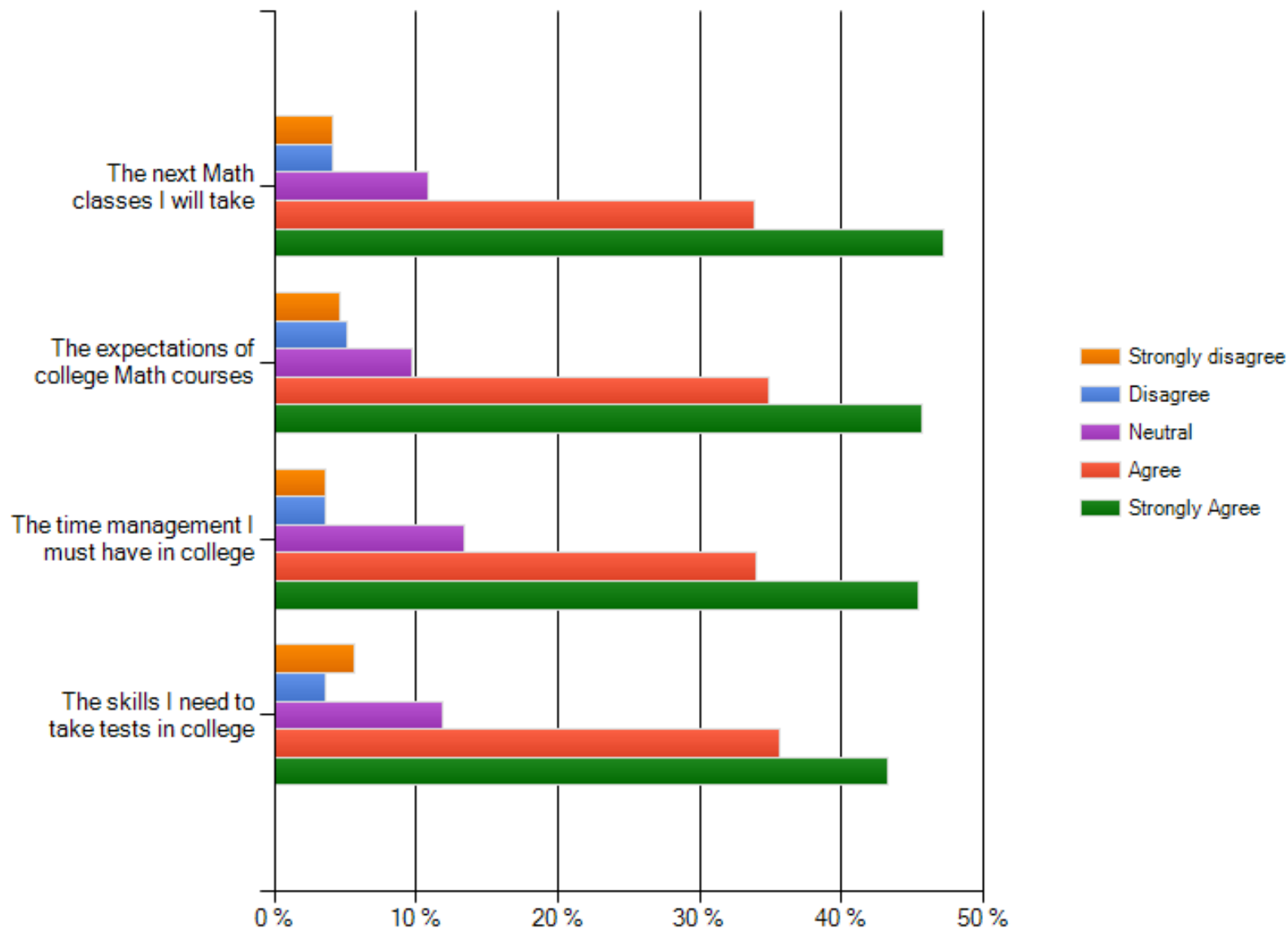
Student Satisfaction Data: Developmental Math

I was satisfied with the following aspects of my Mathematics class this semester.

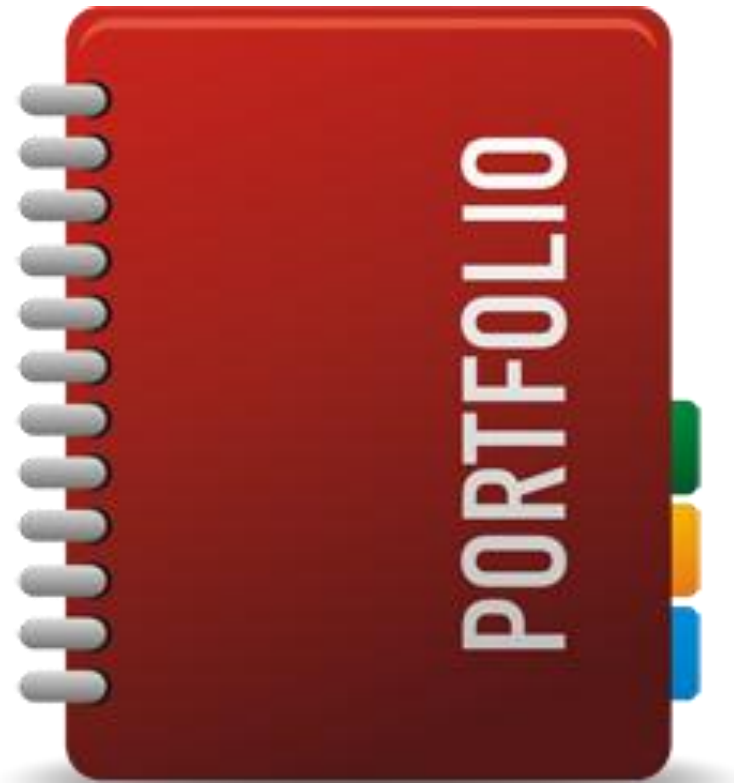


Student Satisfaction Data: Developmental Math

This Math course prepared me for:



Adjunct Faculty Evaluation and Portfolio Review Process



Senate Bill 1720

Implementation: Addressing student questions



The screenshot shows the Florida Senate website interface. At the top left is the Florida Senate logo and the text "THE FLORIDA SENATE". To the right is a "Go to Bill:" search bar with a dropdown menu set to "2013" and a "Go" button. Further right is a search box labeled "Search all Flsenate.gov". Below the header is a navigation menu with links for "Home", "Senators", "Committees", "Session", "Laws", "Media", "About", and "Of". The main content area shows a breadcrumb trail: "Home > Session > 2013 Bills > Senate Bill 1720". Below this is a blue button labeled "< Previous Senate Bill". The title of the bill is "CS/CS/SB 1720: Education". To the right of the title is a "Track" button with a gear icon. Below the title is the text "GENERAL BILL by Appropriations ; Education ; [Galvano](#)". The main body of the page contains the beginning of the bill's text: "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 assess basic computation and communication skills of students who intend to enter a public postsecondary education that the Board of Governors shall oversee the performance of state university boards of trustees in the enforcement". On the right side, there are buttons for "View" and "Glossary".

Senate Bill 1720: 2014

Notification of Florida Statute 1008.30(4)(a) was placed on Edison's website to inform student of changes in developmental education. Any student seeking exemption is now being directed to the Office of Admissions to have his or her high school transcript reviewed or to provide documentation of active-duty military status. If it is determined that a current student is exempt, the student will be referred to academic advising to complete an exemption acknowledgement form to ensure a full understanding of his or her rights.

Legislation: SB 1720

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

Legislation: SB 1720

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New Legislation: SB 1720

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

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 - Remained in a Florida public high school until completion
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- 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.

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:

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- (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

On Tuesday, January 21, Dr. Wright and members of the Task Force will present the plan to the Board of Trustees for approval.

Labs Update



New Printer



QEP Update



General Reminders

- Attendance Verification
- Common Course Assessments
- Communities of Practice

Anything Else





Thank you!

Next Meeting

Friday, February 14, 2014



2:30 p.m.

I 122




Lee Campus






1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		97.5%	39
I do not agree to participate.		2.5%	1
		answered question	40
		skipped question	2



2. Please indicate the English course you enrolled in this semester.

		Response Percent	Response Count
ENC 0015 - Developmental Writing I		51.3%	20
ENC 0025 - Developmental Writing II		41.0%	16
ENC 0015 and ENC 0025 in Mini Terms A and B		7.7%	3
I did not have an English class this semester.		0.0%	0
		answered question	39
		skipped question	3





3. My English was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		7.5%	3
Two		57.5%	23
Three		0.0%	0
Four		35.0%	14
answered question			40
skipped question			2



4. Please indicate your gender.

		Response Percent	Response Count
Male		20.0%	8
Female		80.0%	32
answered question			40
skipped question			2

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		65.0%	26
21 to 29		15.0%	6
30 to 39		12.5%	5
40 to 49		7.5%	3
50 and over		0.0%	0
answered question			40
skipped question			2

6. Was this your first year in college?

		Response Percent	Response Count
Yes		84.6%	33
No		15.4%	6
answered question			39
skipped question			3

7. I believe I have improved in the following areas since taking this English class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
English grammar	5.1% (2)	0.0% (0)	15.4% (6)	35.9% (14)	43.6% (17)	4.13	39
Punctuation	2.6% (1)	0.0% (0)	12.8% (5)	35.9% (14)	48.7% (19)	4.28	39
Sentence skills	2.6% (1)	2.6% (1)	17.9% (7)	30.8% (12)	46.2% (18)	4.15	39
Essay writing	2.6% (1)	0.0% (0)	12.8% (5)	38.5% (15)	46.2% (18)	4.26	39
Vocabulary	5.3% (2)	0.0% (0)	21.1% (8)	31.6% (12)	42.1% (16)	4.05	38
Spelling	2.6% (1)	0.0% (0)	25.6% (10)	33.3% (13)	38.5% (15)	4.05	39
answered question							39
skipped question							3

8. I benefitted from the following aspects of the College Prep English Lab this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	5.1% (2)	0.0% (0)	15.4% (6)	46.2% (18)	33.3% (13)	4.03	39
The instructional assistants	5.1% (2)	2.6% (1)	15.4% (6)	38.5% (15)	38.5% (15)	4.03	39
The access to computers	5.1% (2)	0.0% (0)	15.4% (6)	43.6% (17)	35.9% (14)	4.05	39
The programs on the computers	2.6% (1)	0.0% (0)	20.5% (8)	46.2% (18)	30.8% (12)	4.03	39
The hours the Lab was open and available to me	2.6% (1)	0.0% (0)	17.9% (7)	38.5% (15)	41.0% (16)	4.15	39
The required Lab hours for my English class	2.6% (1)	2.6% (1)	15.4% (6)	38.5% (15)	41.0% (16)	4.13	39
answered question							39
skipped question							3

9. I was satisfied with the following aspects of my English class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The information on the course syllabus	5.1% (2)	2.6% (1)	17.9% (7)	35.9% (14)	38.5% (15)	4.00	39
The content of the course textbook	5.1% (2)	2.6% (1)	7.7% (3)	46.2% (18)	38.5% (15)	4.10	39
The MyWritingLab computer component	7.9% (3)	5.3% (2)	13.2% (5)	42.1% (16)	31.6% (12)	3.84	38
The amount of homework assigned	5.1% (2)	0.0% (0)	10.3% (4)	46.2% (18)	38.5% (15)	4.13	39
The number of tests	2.6% (1)	0.0% (0)	10.5% (4)	44.7% (17)	42.1% (16)	4.24	38
The number of written assignments	2.6% (1)	0.0% (0)	10.5% (4)	44.7% (17)	42.1% (16)	4.24	38
The length of time in class	2.6% (1)	2.6% (1)	7.7% (3)	41.0% (16)	46.2% (18)	4.26	39
The frequency of class meetings	2.6% (1)	2.6% (1)	12.8% (5)	41.0% (16)	41.0% (16)	4.15	39
The pace of the course	2.6% (1)	0.0% (0)	12.8% (5)	46.2% (18)	38.5% (15)	4.18	39
answered question							39
skipped question							3

10. This English course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The writing I will do in college	5.1% (2)	0.0% (0)	7.7% (3)	38.5% (15)	48.7% (19)	4.26	39
The expectations of college courses	5.1% (2)	0.0% (0)	7.7% (3)	38.5% (15)	48.7% (19)	4.26	39
The time management I must have in college	5.1% (2)	0.0% (0)	12.8% (5)	35.9% (14)	46.2% (18)	4.18	39
The skills I need to take tests in college	5.1% (2)	0.0% (0)	10.3% (4)	35.9% (14)	48.7% (19)	4.23	39
The use of technology in college classes	7.9% (3)	0.0% (0)	10.5% (4)	34.2% (13)	47.4% (18)	4.13	38
answered question							39
skipped question							3

11. What was the most important thing you learned this semester?

	Response Count
	19
answered question	19
skipped question	23

12. Please indicate the things you liked BEST about your English class this semester at Edison State College.

	Response Count
	20
answered question	20
skipped question	22

13. Please tell us the things you liked LEAST about your English class this semester.

**Response
Count**

19

answered question

19

skipped question

23

14. If you could change some things to make this course better, what would they be?

**Response
Count**

18

answered question

18

skipped question

24

15. Is there anything else you would like to tell us?

**Response
Count**

16



answered question

16




skipped question

26





1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		97.7%	42
I do not agree to participate.		2.3%	1
answered question			43
skipped question			1



2. Please indicate the Reading course you enrolled in this semester.

		Response Percent	Response Count
REA 0007 - Developmental Reading I		9.5%	4
REA 0017 -Developmental Reading II		88.1%	37
I did not have a Reading class this semester.		2.4%	1
answered question			42
skipped question			2






3. My Reading class was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		20.9%	9
Two		69.8%	30
Three		2.3%	1
Four		7.0%	3
answered question			43
skipped question			1



4. Please indicate your gender.

		Response Percent	Response Count
Male		17.1%	7
Female		82.9%	34
answered question			41
skipped question			3

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		47.6%	20
21 to 29		28.6%	12
30 to 39		9.5%	4
40 to 49		11.9%	5
50 and over		2.4%	1
answered question			42
skipped question			2

6. Was this your first year in college?

		Response Percent	Response Count
Yes		83.3%	35
No		16.7%	7
answered question			42
skipped question			2

7. I believe I have improved in the following areas since taking this Reading class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
Reading college textbooks	7.1% (3)	0.0% (0)	21.4% (9)	38.1% (16)	33.3% (14)	3.90	42
Reading novels	9.8% (4)	4.9% (2)	24.4% (10)	31.7% (13)	29.3% (12)	3.66	41
Reading for fun	7.1% (3)	2.4% (1)	33.3% (14)	28.6% (12)	28.6% (12)	3.69	42
Understanding what I read	7.1% (3)	0.0% (0)	14.3% (6)	45.2% (19)	33.3% (14)	3.98	42
Expanding my vocabulary	7.1% (3)	0.0% (0)	9.5% (4)	38.1% (16)	45.2% (19)	4.14	42
answered question							42
skipped question							2

8. I benefitted from the following aspects of the College Prep Lab for Reading this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	4.9% (2)	2.4% (1)	24.4% (10)	46.3% (19)	22.0% (9)	3.78	41
The instructional assistants	9.8% (4)	0.0% (0)	22.0% (9)	46.3% (19)	22.0% (9)	3.71	41
The access to computers	7.1% (3)	0.0% (0)	19.0% (8)	40.5% (17)	33.3% (14)	3.93	42
The programs on the computers	7.1% (3)	2.4% (1)	21.4% (9)	40.5% (17)	28.6% (12)	3.81	42
The hours the Lab was open and available to me	4.9% (2)	4.9% (2)	17.1% (7)	43.9% (18)	29.3% (12)	3.88	41
						answered question	42
						skipped question	2

9. I was satisfied with the following aspects of my Reading class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The novel or stories we read for the class	7.1% (3)	2.4% (1)	19.0% (8)	38.1% (16)	33.3% (14)	3.88	42
The information on the course syllabus	4.8% (2)	2.4% (1)	4.8% (2)	52.4% (22)	35.7% (15)	4.12	42
The course textbook	4.8% (2)	2.4% (1)	9.5% (4)	54.8% (23)	28.6% (12)	4.00	42
The homework assigned	4.9% (2)	7.3% (3)	7.3% (3)	43.9% (18)	36.6% (15)	4.00	41
The number of tests	4.8% (2)	4.8% (2)	9.5% (4)	47.6% (20)	33.3% (14)	4.00	42
The length of time of each class	7.1% (3)	4.8% (2)	14.3% (6)	42.9% (18)	31.0% (13)	3.86	42
The frequency of class meetings	7.1% (3)	0.0% (0)	19.0% (8)	40.5% (17)	33.3% (14)	3.93	42
The pace of the course	7.1% (3)	0.0% (0)	14.3% (6)	38.1% (16)	40.5% (17)	4.05	42
						answered question	42
						skipped question	2

10. This Reading course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The textbook reading I will do in college	4.8% (2)	2.4% (1)	14.3% (6)	40.5% (17)	38.1% (16)	4.05	42
The expectations of college courses	4.8% (2)	2.4% (1)	9.5% (4)	45.2% (19)	38.1% (16)	4.10	42
The time management I must have in college	4.8% (2)	4.8% (2)	9.5% (4)	45.2% (19)	35.7% (15)	4.02	42
The skills I need to take tests in college	4.8% (2)	4.8% (2)	9.5% (4)	42.9% (18)	38.1% (16)	4.05	42
The technology used in college courses	4.9% (2)	2.4% (1)	14.6% (6)	41.5% (17)	36.6% (15)	4.02	41
answered question							42
skipped question							2

11. What was the most important thing you learned in this class?

	Response Count
	24
answered question	24
skipped question	20

12. Please indicate the things you liked BEST about your Reading class this semester at Edison State College.

	Response Count
	23
answered question	23
skipped question	21

13. Please tell us the things you liked LEAST about your Reading class this semester.

**Response
Count**

23

answered question

23

skipped question

21

14. If you could change some things to make this course better, what would they be?

**Response
Count**

21

answered question

21

skipped question

23

15. Is there anything else you would like to tell us?

**Response
Count**

21



answered question

21

skipped question

23

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		Response Percent	Response Count
I agree to participate.		97.1%	203
I do not agree to participate.		2.9%	6
		answered question	209
		skipped question	3



2. Please indicate the Math course you enrolled in this semester.

		Response Percent	Response Count
MAT 0018-Developmental Mathematics I		39.1%	79
MAT 0028-Developmental Mathematics II		56.4%	114
MAT 0028 - "Project Math Success" using computers in class		1.5%	3
MAT 0028 - Modularized, using computers		2.5%	5
I did not have a Math class this semester.		0.5%	1
		answered question	202
		skipped question	10


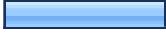



3. My Math class was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		25.2%	51
Two		67.8%	137
Three		2.5%	5
Four		4.5%	9
		answered question	202
		skipped question	10



4. Please indicate your gender.

		Response Percent	Response Count
Male		21.6%	43
Female		78.4%	156
answered question			199
skipped question			13

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		36.5%	74
21 to 29		23.6%	48
30 to 39		14.8%	30
40 to 49		18.7%	38
50 and over		6.4%	13
answered question			203
skipped question			9

6. Was this your first year in college?

		Response Percent	Response Count
Yes		70.3%	142
No		29.7%	60
answered question			202
skipped question			10

7. I believe the following since taking this Math class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
I am better at Math.	9.0% (18)	5.0% (10)	15.5% (31)	35.0% (70)	35.5% (71)	3.83	200
Math is less scary.	7.5% (15)	12.1% (24)	18.6% (37)	32.2% (64)	29.6% (59)	3.64	199
Math makes more sense to me.	7.6% (15)	8.1% (16)	17.3% (34)	33.5% (66)	33.5% (66)	3.77	197
Math is easier for me.	8.7% (17)	10.2% (20)	21.4% (42)	31.1% (61)	28.6% (56)	3.61	196
I have learned how to manage my time appropriately to succeed in math.	7.0% (14)	6.0% (12)	18.6% (37)	29.6% (59)	38.7% (77)	3.87	199
I have learned organization strategies to succeed in math.	5.5% (11)	7.0% (14)	19.5% (39)	30.0% (60)	38.0% (76)	3.88	200
I have a better understanding of the technology needed to succeed in math.	4.5% (9)	7.5% (15)	18.6% (37)	36.7% (73)	32.7% (65)	3.85	199
I will be more successful in future Math courses.	5.0% (10)	4.0% (8)	15.6% (31)	34.2% (68)	41.2% (82)	4.03	199
						answered question	200
						skipped question	12

8. I benefitted from the following aspects of the College Prep Math Lab this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	3.5% (7)	5.1% (10)	31.3% (62)	26.8% (53)	33.3% (66)	3.81	198
The instructional assistants	4.5% (9)	8.0% (16)	28.0% (56)	25.0% (50)	34.5% (69)	3.77	200
The access to computers	3.5% (7)	3.5% (7)	22.5% (45)	34.5% (69)	36.0% (72)	3.96	200
The programs on the computers	3.0% (6)	4.5% (9)	28.0% (56)	27.5% (55)	37.0% (74)	3.91	200
The hours the Lab was open and available to me	2.0% (4)	3.5% (7)	27.6% (55)	29.6% (59)	37.2% (74)	3.96	199
answered question							200
skipped question							12

9. I was satisfied with the following aspects of my Mathematics class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The information on the course syllabus	3.6% (7)	5.1% (10)	10.2% (20)	32.7% (64)	48.5% (95)	4.17	196
The online homework with My MathLabs Plus	6.8% (13)	7.8% (15)	10.4% (20)	26.6% (51)	48.4% (93)	4.02	192
The amount of homework assigned	8.8% (17)	8.8% (17)	11.3% (22)	32.5% (63)	38.7% (75)	3.84	194
The format of the textbook	6.6% (13)	10.7% (21)	29.1% (57)	27.6% (54)	26.0% (51)	3.56	196
The clarity of the explanations in the textbook	7.7% (15)	11.7% (23)	29.1% (57)	27.0% (53)	24.5% (48)	3.49	196
The number of tests	4.1% (8)	6.2% (12)	15.4% (30)	37.9% (74)	36.4% (71)	3.96	195
The length of time in class	2.1% (4)	5.6% (11)	16.4% (32)	36.9% (72)	39.0% (76)	4.05	195
The frequency of class meetings	2.0% (4)	6.1% (12)	13.3% (26)	39.8% (78)	38.8% (76)	4.07	196
The pace of the course	6.1% (12)	10.2% (20)	12.8% (25)	32.1% (63)	38.8% (76)	3.87	196
answered question							196
skipped question							16

10. This Math course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The next Math classes I will take	4.1% (8)	4.1% (8)	10.7% (21)	33.7% (66)	47.4% (93)	4.16	196
The expectations of college Math courses	4.6% (9)	5.1% (10)	9.7% (19)	34.7% (68)	45.9% (90)	4.12	196
The time management I must have in college	3.6% (7)	3.6% (7)	13.3% (26)	33.8% (66)	45.6% (89)	4.14	195
The skills I need to take tests in college	5.6% (11)	3.6% (7)	11.8% (23)	35.4% (69)	43.6% (85)	4.08	195
answered question							196
skipped question							16

11. What was the most important thing you learned this semester?

	Response Count
	132
answered question	132
skipped question	80

12. Please indicate the things you liked BEST about your Math class this semester at Edison State College.

	Response Count
	136
answered question	136
skipped question	76

13. Please tell us the things you liked LEAST about your Math class this semester.

**Response
Count**

123

answered question

123

skipped question

89

14. If you could change some things to make this course better, what would they be?

**Response
Count**

111

answered question

111

skipped question

101

15. Is there anything else you would like to tell us?

**Response
Count**

88

answered question

88

skipped question

124