

QEP Advisory Committee Meeting Minutes
 February 26, 2014, I-122
 12:00-2:00 p.m.
 Co-Chairs, Dr. Eileen DeLuca and Dr. Kathy Clark

Dr. Eileen DeLuca	<i>present</i>	Cindy Campbell	<i>present</i>	Michael Chiacchiero	<i>present</i>
Dr. Kathy Clark	<i>present</i>	Dr. Christy Gilfert	<i>Tech issues</i>	Scott Van Selow	<i>present</i>
Dr. Thomas Rath	<i>present</i>	George Manacheril	<i>absent</i>	Stacey Brown	<i>absent</i>
David Hoffman	<i>present</i>	Dr. Denis Wright	<i>present</i>	Myra Hale Walters	<i>present</i>
Whitney Rhyne	<i>present</i>	Dr. Martin Tawil	<i>absent</i>	Dr. Tina Ottman	<i>present</i>
Louisa Bobadilla	<i>absent</i>	Dr. Rebecca Gubitti	<i>present</i>	Melissa Rizutto	<i>present</i>
Susan Potts	<i>absent</i>	Kelley Newhouse	<i>present</i>	Dr. Christine Davis	<i>absent</i>
Amanda Lehrian	<i>present</i>	Dr. Edith Pendleton	<i>present</i>	Laura Antczak	<i>absent</i>
Dr. Kevin Kennedy (guest)	<i>present</i>	Dr. Waldon Hagan (guest)	<i>present</i>		

- I. The meeting was called to order by Dr. Clark.
- II. Dr. Rath made a motion to accept the October minutes and Myra Walters seconded the motion. The minutes were unanimously approved.
- III. QEP Assessment Committee: Dr. DeLuca gave an update on the assessment results. (See attached PPT presentation). Some of the presentation highlights included:
 - a. Enrollment data: We expect 140-150 Cornerstone sections to be offered fall 2014. The QEP goal is for 65% of the sections to be taught by full-time faculty and staff. Currently 84% of the sections are taught by full-time faculty and staff.
 - b. Career Interest data: The fall 2013 survey has been updated to reflect the eight meta-majors from which students will choose upon admission, beginning with the fall 2014 registration cycle.
 - i. Health Science remains the category with the highest interest. Business is the second highest interest area. Social and Behavioral Sciences and Human Sciences is the third highest interest area. Previous versions of the survey were not able to capture this specific interest area which may have previously fallen into the “undecided” category.
 - ii. The committee discussed ways to better connect students to intended majors/careers. The committee discussed ways to expand “relevancy” in the course in terms of career goals. Beginning fall 2014, students will take the Type Focus at the point of admission. These results will be used in meta-major selection. Currently, Career Services focuses its efforts on students who are getting ready to graduate. Dr. DeLuca suggested building more partnerships that allowed for career exploration for students just entering the college. Scott Van Selow suggested using the “Tech Match” concept for creating a “Program Match” event where students could connect with faculty in program areas and leaders in various career fields. Dr. Wright shared that they held similar events with much success at an institution he worked at previously. Other ideas: field trips or open houses (e.g. to the dentistry

facilities) to familiarize current students with the programs we offer. Dr. DeLuca would also like to start a lecture series for students where faculty/administrators would discuss “Critical Thinking in (name of career or academic field)”. She would ask facilitators to give a 20-30 minute talk and then open the floor for student questions.

- c. Critical Thinking Journal Achievement Data: Since fall 2012 the overall mean scores increased in all five areas. Faculty continue to engage in norming sessions. Since the faculty began grading the journals in Canvas, students are receiving immediate feedback both on form and content. The Academic Success Centers are receiving increased traffic with students seeking support on journal entries. Also, Academic Success Centers have recently added “Journaling 101” workshops to support academic journal writing. Dr. Tawil has provided training to the Instructional Assistants about journal requirements and expectations.
- d. Final Essay Achievement Data: Mean scores have increased from fall 2012 to fall 2013. Faculty continue to engage in norming sessions. Increased feedback on the journals prepares students for the summative essay assignment.
- e. CCTDI Pre/Post data: In fall 2013, students showed positive gains from pre-test to post-test in all domains except Inquisitiveness and Maturity in Judgment. Students’ pre-test scores in inquisitiveness were very high to start with, so it is difficult to show gains. Students showed positive significant gains in “Truth-seeking” which has historically been the area where students score the lowest on the pre- and post-test. The faculty worked on adding more “truth-seeking” engendering activities to the curriculum in fall 2013. Also, the library staff has implemented “truth-seeking” workshops for students. Cindy Campbell informed the committee that the library conducts four FYE workshops. Information from the workshops includes: learning how to evaluate information, credibility of websites and searching for information on the Internet. Eileen designed an interview protocol with 25 questions, invited any willing student currently enrolled in the first-year experience course to sit for a 30-minute, audiotaped interview, and ultimately conducted semi-structured interviews with 27 students of various ages and ethnic backgrounds who volunteered during the fall 2013 semester. Based on these data she and Jane Bigelow have designed a workshop that they will present to faculty in the TLC. The workshop will focus on how to engender “truth-seeking” behaviors in college classrooms.
- f. Success Strategies/ Group Presentation Achievement data: Overall means have increased each year since fall 2012. Students who participate in this assignment tend to do well.
- g. SmarterMeasure Pre/Post data: There are inconsistent patterns of improvement on the SmarterMeasure assessment. The only area of significant improvement in fall 2013 was Life Factors. These data are shared with the faculty and the QEP Assessment committee to determine modifications to course activities and programming.
- h. Success Strategies Survey data:
 - i. 85.0% of the students reported utilization of the Academic Success Centers (highest of support services).

- ii. Student-reported participation in FYE Activities and Academics Success and FYE Workshops had substantial increases from fall 2012 to fall 2013. Eileen noted that the availability of workshops and marketing has increased and the GPS assignment is driving students into these workshops.
- iii. The committee discussed the scheduling of workshops and support services. It is still difficult for part-time and evening students to engage in campus events, activities and support services. Eileen shared that in the QEP Assessment committee Jeff Gibbs suggested scheduling evening sections later (e.g. 6:00 p.m. start) and then scheduling events from 5-6 p.m. Also, Student Services could work to keep some offices open later on certain days of the week. Dr. Wright and Dr. Hagan supported these ideas.
- iv. There was a decrease in student-report of improvement in all "Goal Attainment Strategies" from fall 2012 to fall 2013. There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes.
- v. 82.1% of students reported the improvement in "Considering opinions different from my own." This was the highest improvement reported among the "Communication Strategies." The committee discussed the relationship between this skill and critical thinking.
- vi. The two cognitive strategies that students reported the highest application of were "Critical Thinking" and "Success Strategies." These match the two major student learning outcomes for the course.
- vii. A high percentage of students (72.1%) reported "Changing study habits" as a result of the class.
- viii. There was a large decrease from fall 2012 to fall 2013 in students reporting substantial improvement in "Thinking critically about texts and lectures." There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes.
- ix. The QEP Assessment Committee and the Training and Development Committee have reviewed these data and are putting in place some additional training and support for faculty:
 - a. Mentors will be assigned to all new faculty in fall 2014.
 - b. Potential faculty will be encouraged to observe classes in a semester before they teach. Eileen has asked willing SLS 1515 faculty to allow observers. She has sent a message to faculty who are interested in fall 2014. Observations have already been set up for multiple campuses. Purpose:
 - i. Observe best practices in SLS 1515 teaching and learning.

- ii. Observe classroom management techniques and class routines.
- iii. Become familiar with course content.
- iv. For those with little or no teaching experience, become familiar with the academic skills of our student population.
- c. A possible “open house” of observations in fall 2014. Rebecca, Melissa and Eileen will work out a schedule and mail to all faculty in the beginning of fall.
- d. Continued training in Critical Thinking.
- e. A “boot camp” for new faculty to be completed prior to fall 2014. Rebecca Gubitti is working on a schedule.

Amanda Lehrian requested the data by campus.

- x. Within-Course Success Rates from fall 2013.

Table 1
SLS 1515 Within-Course Success Rates (%Passing, A-C) by term

Campus	Semester			
	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Charlotte	74.4%	82.8%	76.9%	79.80%
Collier	83.9%	69.2%	93.3%	77.50%
Hendry/Glades	86.7%	52.6%	84.2%	76.50%
Lee	74.9%	70.2%	87.0%	74.50%
College Total	77.0%	70.1%	87.0%	75.60%

- a. The fall to fall comparison demonstrates a slight decrease in success. In fall 2012, students who tested into two developmental courses were required to take the course. In fall 2013, students who tested into any number of developmental courses were required to take the course. Theoretically, the overall preparedness of the students should have increased and therefore, it was expected that success rates would increase. There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes. Also, classroom management proved to be a challenge for many of the new faculty. This may have led to more attrition. As discussed above, many new training and support mechanisms will be put in place.
- b. The goal of the QEP is 85% upon completion of full implementation.

- xi. Focus Group Data: Focus groups were held on all campuses. Dr. DeLuca reviewed themes from the fall 2013 focus groups.
1. Valuing and Critiquing Textbook: Several students on Collier and Charlotte reported that the textbook was useful. Some Lee campus students reporting frustration with purchasing the textbook, but not using it.
 2. Valuing and Critiquing GPS Assignment: Most comments about GPS assignment were positive. Some Charlotte campus students mentioned that too many events were Lee-campus focused.
 3. Discussing Age Diversity: Some students over the traditional age noted that the course was designed for traditional age students. Kevin suggested many student activities run during hours that “traditional students” take the courses (day). The group discussed the need for more events/services that are available to evening students. Jeff suggested running evening courses later (e.g. 6:30 p.m.) and holding events from 5:30-6:30 p.m. Eileen suggested that more services would also need to be open later (e.g. Career Services, FYE Office, ASC and Library on all Campuses). Amy suggested that Student Life may want to offer a “Non-Traditional Student” club or group. The group also discussed offering more “Career-Focused” workshops. Eileen will share these ideas with the Implementation Team.
 4. Valuing and Critiquing Journal Assignment: Generally students reported liking the journal assignment/finding it useful, but some students noted that there were too many journals or that some were repetitive. Some students suggested journal minimum word count should be higher. A Lee campus student provided positive feedback about writing center.
 5. Learning Time Management: On all campuses, “Time Management” was noted as a positive takeaway from course. This phrase showed up as a response to more than one question.
 6. Gaining and Valuing Self-Awareness: On all campuses, “Self-Awareness” and “Personality Assessments” were noted as a positive takeaway from course.
 7. Valuing Group Project: On Lee, Collier, and Charlotte, students noted that group projects helped with relationship building. Some students wanted more group work in class (formative) before group project (summative). “Working together” was mentioned positively on Hendry/Glades.
 8. Valuing Peer Architects: On all campuses, the feedback regarding Peer Architects was positive. Peer Architects were described as “helpful (most frequent), cool, nice, sweet, awesome, entertaining.” They were described as being helpful with campus event information, technology, creating PPTs, life issues, and meeting outside of class.

9. Valuing and Critiquing Campus activities: Across Lee, Collier, and Charlotte, student reported participating in a variety of campus-based activities. Hendry/Glades students listed only one event, Welcome Week. Some of the students suggested that they would like to see more intramural sports. Charlotte Campus students noted that there were many more activities available on Lee Campus. Students want to be notified through social media as well as posters. Food is a motivator for attendance. Some students complained about food quality.
 10. Learning and not Learning Critical Thinking: Positive comments about critical thinking on Charlotte campus. Some students said it should be taught earlier in the course. On Lee Campus, a student listed “critical thinking” as least useful. Another Lee Campus student suggested that they would like to see more videos related to critical thinking such as TED Talks.
 11. Success Strategies: On all campuses, success strategies (note-taking, test-taking skills, organization, and communication) and their application were mentioned as a positive takeaway from the course.
- xii. Training Completers: As of January 2014, 111 faculty and staff have completed the ten Cornerstone Instructor Training Modules. Dr. Wright stated that he is asking the deans to commit to having sections being taught by faculty in their departments in order to have Cornerstone faculty representation in each of the departments. For example, if he approves a new faculty line for a dean, that dean will be asked to ensure that a number of sections of SLS 1515 will be taught by members of the department.
- i. Training and Development: Dr. Gubitti reported that the committee is working on a SLS Boot Camp. The Boot Camp would be a 2-day session and would include topics such as CANVAS, classroom management skills, course assignments and grading, reviewing the syllabus, time management and goal setting. Faculty and staff plan to attend the Critical Thinking Conference this summer, and those faculty will commit to leading Critical Thinking sessions in the TLC in 2014-2015. In addition, we will be hosting another summer institute. Potential speakers for the summer institute were discussed.
 - j. FYE Programs: More than 3,000 students participated in FYE Programming. Students also participated in a survey of the new student programs. Participants indicated they overwhelmingly agreed or strongly agreed that the session increased their knowledge of the topic, that the material covered was interesting and that they would recommend the workshop to a friend. See attached PPT for a breakdown of the percentages of activities.
 - k. Orientation/Advising/Registration: During the fall semester, New Student Orientation welcomed, college-wide, more than 700 students to the campus. Of those students surveyed, 97.36% rated their overall New Student Orientation

experience as “very helpful” and “helpful.” The students rated the printed material as “very helpful” or “helpful” (94.97%). See attached PPT. Laura Antczak and the committee members are working on getting the SLS 1515 hold automated.

- l. Early Alert: During the Fall 2013 semester, 623 Early Alerts were submitted college-wide by 150 different professors in 44 different subject areas. 91.67% of faculty reported being “very satisfied” and “satisfied” with the response time of Early Alert Representatives. 73.68% of faculty noted a positive change in the student’s behavior for a few or more of their alerted students. See attached PPT.
 - m. Peer Architects: SLS 1515 students evaluated their experience with their Peer Architect with 98.48% of students having assessed their peer architect as being exceptional. Peer Architects were also surveyed and 96% indicated that serving as a Peer Architect was a good experience and that they have made a difference in another student’s experience. See attached PPT.
 - n. Marketing: The marketing committee is working with the PR department on modifying the current Cornerstone logo to reflect the college’s new name change and symbol. The website is updated frequently and includes numerous photos and activities representing all campus sites.
 - o. Curriculum: The committee was informed that the curriculum committee was discussing increasing the word limit on the journals and final essay assignment based on student and faculty feedback. Additionally the committee is working on revising or eliminating the 7th journal entry as it may be too similar to the final essay assignment. Also discussed was adding a SLS 1515 honors section and conducting another rubric standardization workshop this summer.
- IV. QEP Budget: The College will be advertising for additional faculty this fall – The QEP Budget provides for a faculty position on Charlotte Campus. The committee discussed the need for two positions for Lee and one more position for Collier. This need arises from the implementation deadline being moved up two years because of SB 1720. The peer architect funding was also discussed. Eileen DeLuca, Laura Antczak, Whitney Rhyne and Daphne Fernander met to review the budget and projected needs for work hours. The use of student fees and course fees to supplement budget was discussed. Another issue that may affect funding is the possibility of increased minimum wage. The QEP Budget set aside for Peer Architects was based on the original implementation timeline. Since all FTIC degree-seeking students will be required to take the course in 2014-2015, more sections will run, therefore more Peer Architects will be needed. Dr. Clark and Dr. DeLuca will meet with Dr. Wright to review the budget further.
- V. Fall Schedule: It was noted that there would be 140-150 possible sections of SLS 1515 offered college-wide.
- VI. Other:

- a. FoE and FYE Conference in February 2014: Dr. DeLuca and Dr. Clark presented at the Annual Conference on the First-Year Experience and Students in Transitions. Dr. Martin Tawil and Kelley Newhouse also attending the FYE Conference. Dr. DeLuca, Dr. Clark and Whitney Rhyne presented at the Annual FoE Winter Meeting. John Gardener was very complimentary about the work done at Edison. There was high participation at the sessions and many questions from institutions that are just beginning to design first-year programs.
- b. The committee discussed creating a SLS New Faculty Manual. This may be the next evolution of the material faculty are submitting to the Canvas Groups page.

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