

Minutes

QEP Implementation Team Meeting

S-262D

April 22, 2014, 1:00-2:00 p.m.

Eileen DeLuca	<i>Present</i>	Martin Tawil	<i>Absent</i>
Kathy Clark	<i>Present</i>	Whitney Rhyne	<i>Present</i>
Tom Rath	<i>Present</i>	Laura Antczak	<i>Present</i>
Christy Gilfert	<i>Present</i>	Cindy Lewis	<i>Present</i>
Denis Wright	<i>Absent</i>		

1. Eileen provided an update on CCR restructuring:
 - a. The Division of College and Career Readiness is being dissolved.
 - b. Developmental Mathematics faculty will join the Mathematics Department. Dr. Koupelis will schedule MAT 0057.
 - c. Developmental Writing faculty will join the English Department. Dr. Alford will schedule ENC 0022.
 - d. SLS, EAP and Reading Faculty will continue to report to Eileen. These faculty be in one department, Academic Success.
 - e. An Associate Dean position will be advertised for July 1 start. The Associate Dean will oversee the Academic Success Department.
 - f. Monica Moore will be reclassified to serve as college Director of Academic Support Programs.
 - g. Bill Shuluk will become faculty coordinator of Library faculty and staff college-wide. There may be more restructuring in the Learning Resources area going forward.
 - h. Wanda Day will be reclassified to SLS faculty.
 - i. Three SLS positions will be posted for fall (1 Lee, 1 Collier, 1 Hendry/Glades). There may be more SLS faculty positions depending on budget.
 - j. Eileen will serve as Assistant Vice President, Academic Affairs (Division of Academic Success and Learning Resources). In addition to providing administrative oversight to the Academic Success Department, Academic Support Programs, and Learning Resources, she will oversee Academic Affairs Assessment (General Education assessment, Course-level assessment, QEP assessment, and SB 1720 assessment).

2. Eileen shared updates on Summer Trainings:

- a. The Summer Institute is scheduled for June 25, 26, and 27.
 - i. June 25, 9-12: Keynote from Dr. Mark Taylor. The Keynote will focus on understanding “Generation NeXt.” Dr. Taylor is very engaging and his presentation will be relevant to faculty, staff, and administrators. Please encourage attendance.
 - ii. June 25, 1-4: Workshop with Dr. Mark Taylor. This session will focus on developing critical thinking skills in the classroom. It will be more relevant to faculty.
 - iii. June 26, 9-12: Workshop with Kevin Clark. This session will focus on engaging first-year students in the classroom. It will be more relevant to faculty.
- b. A SLS 1515 Faculty “Boot Camp” is tentatively scheduled for August 13 and 14. This will be a training session for brand new faculty. Cindy Lewis mentioned that this would be a difficult time for student affairs staff. Eileen will share that information with Dr. Gubitti and Melissa Rizzuto.
- c. Two faculty, Myra Walters and Rebecca Harris will attend the 34th annual Conference on Critical Thinking and Education Reform. They agreed to lead Critical Thinking modules in AY 2014-2015.

3. Committee members reviewed data from the Fall 2013 SENSE Administration (see attached SENSE 2013 Key Findings and SENSE Results slides).

a. Aspects of Highest Student Engagement at ESC:

- Clear Academic Plan and Pathway 18e: An advisor helped me to select a course of study, program, or major
- Engaged Learning 19e Frequency: Participated in supplemental instruction
- Engaged Learning 19l Frequency: Used an electronic tool to communicate with an instructor about coursework
- Engaged Learning 20d2 Frequency: Used face-to-face tutoring
- Engaged Learning 20f2 Frequency: Used writing, math, or other skill lab

b. Aspects of Lowest Student Engagement at ESC:

- High Expectations and Aspirations 18b: The instructors at this college want me to succeed
- Academic and Social Support Network 18q: At least one other student whom I did not previously know learned my name
- Academic and Social Support Network 18r: At least one instructor learned my name
- Engaged Learning 20h2 Frequency: Used computer lab

- Effective Track to College Readiness 21a: Learned to improve my study skills within a class, or through another experience at this college

c. Academic Goals Setting and Planning:

Student had positive responses in the following areas with the majority agreeing or strongly agreeing that:

“An advisor helped me to select a course of study, program, or major.”

“An advisor helped me to identify the courses I needed to take during my first semester/quarter.”

Two areas that can be improved:

“An advisor helped me to set academic goals and to create a plan for achieving them.”

“A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take.”

Eileen noted that Laura and the Enrollment Management team have designed a new admissions/advising process that will include a focus on meta-major declaration. Additionally, students will complete a self-appraisal inventory and Type Focus assessment. These tools will help advisors provide a much more prescriptive academic plan. Eileen suggested a formal process be put in place to identify and discuss “outside of school” commitments as part of the advising process. She asked that “life factors” items be added to the self-appraisal document to prompt the advising conversation. She suggests that improvement on items 18f and 18h become a focus of an Enrollment Management Unit Plan. Since the SENSE is administered annually, data on the percentage of increase of students “agreeing or strongly agreeing” could be tracked and reported on annually. Laura and Cindy supported the idea of adding “life factors” to the advising conversation.

d. Summary of achievement on the benchmarks measured for QEP: Engaged Learning Items and Clear Academic Plan and Pathway items.

Table 1

Edison State College SENSE Survey Results

Benchmark	<u>*Fall 2011</u>			<u>Fall 2012</u>			<u>Fall 2013</u>		
	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference
Engaged Learning	49.3	49.4	0%	51.4	49.3	4%	53.5	49.7	8%

*Baseline scores before implementation of FYE Course and Program

Table 2

Edison State College SENSE Survey Results

Benchmark	<u>*Fall 2011</u>			<u>Fall 2012</u>			<u>Fall 2013</u>		
	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference
Clear Academic Plan and Pathway	48.9	47.6	3%	48.9	48.0	2%	53.8	47.5	13%

*Baseline scores before implementation of FYE Course and Program

The committee noted steady improvement in these scores since implementation of the QEP and as compared to baseline data from before QEP implementation. This supports the positive correlation between QEP initiative and student engagement.

4. Eileen noted that over 100 classrooms had been secured for SLS courses for the fall. Not all sections will appear on the schedule immediately because some enrollment is set to zero. She is still staffing sections with full-time faculty and staff. Adjunct faculty will be staffed later in the summer.

Minutes submitted by Eileen DeLuca