

DIVISION OF COLLEGE AND CAREER READINESS

DEPARTMENT OF DEVELOPMENTAL STUDIES

Department Meeting

Friday, December 7, 2012

11:00 p.m., H 223

MINUTES

Present: Jennifer Barreto, Karen Buonocore, Wanda Day, Eileen DeLuca, Sabine Eggleston, Jennifer Grove, Rebecca Gubitti, Bert Lawrence, Melanie LeMaster, Karen Maguire, Jaime Marecz, Joe Roles, Candace Rosene, Caroline Seefchak, Troy Tucker, Cathy Vache, Violeta Rotonda, Terry Zamor, Monica Moore

Excused: Cynthia Baker, Renee Hester, Karen Maguire, Tom Mohundro, Pat Newell, Robert Olancin

I. Welcome

Dr. Seefchak welcomed everyone to the meeting and thanked everyone for all they have done this semester.

Success and accomplishments

Professor Rosene shared that a student came looking for her in her office at 8:45 p.m. one evening, showing quite a lot of perseverance or tenacity. Professor Roles shared that he had made a student cry – in a good way. A student cried tears of joy after missing only one problem on the MAT 0028 exam. All math faculty agreed that was, indeed, an accomplishment.

II. Meeting of Dr. DeLuca and Dr. Seefchak with Dr. Allbritten

On Monday, December 2, Dr. DeLuca and Dr. Seefchak met with Dr. Allbritten and Dr. Peel to discuss developmental studies. They had prepared documentation and data for the meeting in order to be able to answer any questions that Dr. Allbritten had for them. They discussed enrollments, numbers of classes, trends in developmental education, and current initiatives. A big part of the discussion was that from what we are seeing and hearing at the state and national level,

developmental education as we know it must change. Colleges must undergo a "culture redesign" to rethink how open access institutions can support students with remedial needs while allowing them to begin college credit courses (and connect with their majors/intended career paths) as soon as possible. With each college's strategic priorities as a guide, and with input from stakeholders across departments and divisions, the focus needs to shift from "completing the developmental sequence" to "succeeding in the gatekeeper courses." At the recent Developmental Education Summit, Dr. DeLuca and Dr. Seefchak learned that some students, placement into credit courses with ancillary support may lead to higher retention and success than if they are "locked into" 1-2 semesters of developmental education. Dr. Bruce Vandal from Complete College America and Dr. Uri Treisman predicted that almost 75% of the students who currently test into developmental courses could be better served by going straight into a gateway course (e.g. ENC 1101 or MAT 1033), with the additional requirement of a mandatory intervention (such as learning communities or a co-requisite developmental course that reinforces the concepts). From what we are seeing and hearing at the state and national level, developmental education as we know it must change. The implementation of the Common Core State Standards (CCSS) may help change the landscape by decreasing the number of students requiring developmental education, but the data that was shared at the Summit makes it clear that a large percentage of Florida's developmental population are students who have been out of high school for a number of years. Thus, K-20 curricular alignment will not entirely eliminate the need for remedial support. At the conclusion of their meeting, Dr. Allbritten asked if Dr. DeLuca or Dr. Seefchak had any questions for him. Dr. DeLuca asked about budgetary support for initiatives. Dr. Seefchak reminded Dr. Allbritten that, as department chair of developmental studies, she represents twenty-two full-time faculty members, many of whom would want to know his plans for developmental education at Edison State College. Dr. Allbritten,

in front of Dr. Peel and Dr. DeLuca, assured Dr. Seefchak that he has no plan to “do” anything to the department of developmental studies. He said he wanted to listen to us and that he was not going to tell us what to do.

➔ During the spring semester, each division has been asked to host a one to two hour visit with Dr. Allbritten. The Division of College and Career Readiness leadership team started discussing this at a recent meeting. We welcome input from all members of the division, and we plan to discuss this in more detail in January. standard

### III. College restructuring

Dr. DeLuca spoke about college restructuring. She has submitted plans and organizational charts to the office of the VPAA. There will be some times of readjusting. Adjunct faculty will likely still go to the people on their campuses to whom they have gone in the past. Please direct them to take their questions and concerns to Dr. DeLuca or to Dr. Seefchak.

Question: Who will schedule classrooms on campuses other than Lee? Rooms will be scheduled by Sherolyn Crawford, the staff assistant to the division.

### IV. QEP update

Dr. DeLuca reminded faculty that training sessions for Cornerstone certification will be given during a special two-day professional development event.

There were thirty sections of this semester’s Cornerstone class . Dr. DeLuca said that she is anxious to see the data.

The FYE website has a lot of excellent information; encourage students to visit it for enriching activities and schedules of events.

Questions: When will the Catalog changes for FYE and Cornerstone need to go through the Curriculum Committee. Dr. Grove has provided an updated list of deadlines.

V. Alternate completion chart

Dr. Seefchak showed the faculty the Alternate Completion chart that is important to all faculty now that new initiatives are in place and we are continually seeking ways in which to move students more quickly through the developmental course sequence.

VI. Spring semester reminders

The spring duty days schedule has not yet been made available, so we are unable to tell you when we will be meeting.

Syllabi for spring courses are due to Dr. Seefchak by Friday, January 4.

Office ours schedules are due to Dr. DeLuca by Monday, January 7. Schedules should be sent to Sherolyn Crawford. She will copy them, have Dr. DeLuca sign them, and get them back to faculty members.

VII. Adjourn to holiday gathering

*Next Meeting: To be scheduled between January 2 and January 8, 2013, pending release of the College Schedule for that week.*



## AGENDA

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- I. Welcome
  - Success and accomplishments
- II. Meeting of Dr. DeLuca and Dr. Seefchak with Dr. Allbritten
- III. College restructuring
- IV. QEP update
- V. Alternate completion chart
- VI. Spring semester reminders
- VII. Adjourn to holiday gathering



# DEPARTMENT OF DEVELOPMENTAL STUDIES

Department Meeting 12-07-2012

Please sign in

Dr. Eileen Deluca	Eileen Deluca
Dr. Caroline Seefchak	K Seefchak
Cynthia Baker	excused
Jennifer Barreto	Jen Barreto
Karen Buonocore	Karen Buonocore
Wanda Day	Wanda Day
Sabine Eggleston	Sabine Eggleston
Dr. Jennifer Grove	Jennifer Grove
Dr. Rebecca Gubitti	Rebecca Gubitti
Renee Hester	excused
Bert Lawrence	Bert Lawrence
Melanie LeMaster	M. LeMaster
Karen Maguire	<del>Karen Maguire</del>
Jaime Marecz	<del>Jaime Marecz</del>
Tom Mohundro	excused
Pat Newell	excused
Robert Olancin	excused
Joseph Roles	absent
Candace Rosene	C. Rosene
Violeta Rotonda	Rotonda
Troy Tucker	W. Troy Tucker
Cathy Vache	Cathy Vache
Terry Zamor	Terry Zamor
Monica Moore	✓
Sherolyn Crawford	



# Developmental Course Completion Routes

<b>Developmental Reading</b> <b>REA 0007    REA 0017</b>	<b>Developmental Writing</b> <b>ENC 0015    ENC 0025</b>	<b>Developmental Mathematics</b> <b>MAT 0018    MAT 0028</b>
<p><b>TRADITIONAL</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- places into developmental course through placement testing.</li> <li>- enrolls in developmental course sequence at placement level.</li> </ul> <p>at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".</p> <ul style="list-style-type: none"> <li>- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".</li> </ul>	<p><b>TRADITIONAL</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- places into developmental course through placement testing.</li> <li>- enrolls in developmental course sequence at placement level.</li> </ul> <p>at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".</p> <ul style="list-style-type: none"> <li>- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".</li> </ul>	<p><b>TRADITIONAL</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- places into developmental course through placement testing.</li> <li>- enrolls in developmental course sequence at placement level.</li> </ul> <p>at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".</p> <ul style="list-style-type: none"> <li>- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C."</li> </ul>
<p><b>EARLY EXIT – out of REA 0017</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- must have an A average in the course</li> <li>- must pass the course Mastery Exam with 70% or higher</li> <li>- all under the discretion of the professor</li> </ul>	<p><b>EARLY EXIT – out of ENC 0015</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- must successfully complete the Common Course Assessment</li> <li>- must take and pass the course Mastery Exam</li> <li>- all under the discretion of the professor</li> </ul>	<p><b>EARLY EXIT – out of MAT 0028</b></p> <p>The student</p>
<p><b>BYPASS REA 0017 from REA 0007</b></p>	<p><b>BYPASS ENC 0025 from ENC 0015</b></p>	<p><b>BYPASS MAT 0028 from MAT 0018</b></p>
<p><b>ALTERNATIVE – student never began sequence</b></p> <ul style="list-style-type: none"> <li>- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses</li> <li>- case by case</li> <li>- must have Dean's approval</li> </ul>	<p><b>ALTERNATIVE – student never began sequence</b></p> <ul style="list-style-type: none"> <li>- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses</li> <li>- case by case</li> <li>- must have Dean's approval</li> </ul>	<p><b>ALTERNATIVE – student never began sequence</b></p> <ul style="list-style-type: none"> <li>- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses</li> <li>- case by case</li> <li>- must have Dean's approval</li> </ul>