

QEP Advisory Committee Meeting Minutes  
 October 24, 2014,  
 Thomas Edison Campus I-122, Hendry Glades – A110, Collier– G109, Charlotte- J118  
 10:00 a.m. -12:00 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>present</i>	Scott Van Selow	<i>present</i>
Dr. Thomas Rath	<i>present</i>	George Manacheril	<i>absent</i>	Stacey Brown	<i>present</i>
David Hoffman	<i>absent</i>	Dr. Denis Wright	<i>absent</i>	Myra Hale Walters	<i>absent</i>
Whitney Rhyne	<i>present</i>	Dr. Martin Tawil	<i>absent</i>	Tina Ottman	<i>present</i>
Louisa Bobadilla	<i>absent</i>	Dr. Rebecca Gubitti	<i>present</i>	Melissa Rizutto	<i>present</i>
Susan Potts	<i>present</i>	Kelley Newhouse	<i>present</i>	Dr. Christine Davis	<i>absent</i>
Amanda Lehrian	<i>absent</i>	Dr. Joe van Gaalen	<i>present</i>	Laura Antczak	<i>absent</i>
Aaron Haack	<i>present</i>	Andrae Jones	<i>present</i>	Wanda Day	<i>present</i>
Dr. Joe Kramp (guest)	<i>present</i>				

- I. The meeting was called to order by Dr. Clark.
- II. The minutes of the February 26, 2014 meeting were unanimously approved.
- III. SLS 1515 Sub-Committees Update

Dr. DeLuca presented several QEP updates and assessment results. (See attached PPT presentation). Presentation highlights included:

**Enrollment data:** This semester represented our first semester of full implementation of the SLS 1515 course. There are 108 sections of the SLS 1515 course offered this fall with 2531 students enrolled. Of these 108 sections, 74% are taught by full-time faculty and staff. The goal of the QEP was set at 65% full-time faculty/staff teaching the course. The QEP committee expressed their appreciation of Dr. Allbritten’s and Dr. Wright’s support of hiring full-time Cornerstone faculty.

**Honors Affiliate Sections:** Six “Honors Affiliate” sections of the SLS 1515 course were taught in the fall semester by full-time faculty on both Lee and Collier. Each section had a theme; for example, service learning, civic engagement and social justice. Dr. Martin Tawil spoke about how students in his “Education”-themed course wrote a proposal, engaged in research and will write a reflection paper as part of their honors coursework. Whitney Rhyne spoke about how in her “Civic Engagement”-theme course, her students championed a cause (UNICEF) and how this cause will make a positive impact on the community. Students are required to write a reflection paper as a course requirement. Dr. DeLuca spoke about how her “Social Justice”-theme class was reading an additional book, “Days of Destruction, Days of Revolt” by Chris Hedges and Joe Sacco. The books were provided by the Honors Program. One of the chapters focused on Immokalee and the Fair Food Program. Students will Skype with the

Coalition of Immokalee Workers (CIW) and have a chance to attend the premiere of the film "Food Chains." Students are working in groups to create a social justice project.

Committee members were encouraged to visit the honors website at [www.fsw.edu/honors](http://www.fsw.edu/honors) for more information concerning the honors program. Four "Honors Affiliate" sections of SLS 1515 are planned for spring 2015.

Currently, faculty teaching "Honors Affiliate" sections of SLS 1515 are faculty who have successfully taught SLS 1515 (non-honors). After the fall 2014 term, faculty and administrators will meet with Dr. Chase and Dr. Weir to discuss the goals of the "Honors Affiliate" SLS 1515 sections, what went well, and what can be improved.

**Linked Courses** – Dr. Tina Ottman spoke about her BSC 110 and 101OL/SLS 1515 linked course. The course is working well. She reported that the class is like a "community". She sees many benefits to having the same population of students across the courses. She is piloting an assessment to compare student achievement between BSC students who took the linked course versus those who did not, but has found that the courses may not be comparable. She will work with the Academic Assessment office to design an assessment tool. Registration was challenging as she had to manually check enrollment every day to make sure the students were registering for both classes. The OAR committee is working on a better way for students to register for linked courses. In fall 2015 additional linked course will be offered to include MAT 0057/SLS 1515. Tina will offer the same linked course (BSC 110 and 101OL/SLS 1515) this spring.

**Career Interest Survey** - Meta-major declaration for fall 2014 revealed that students' career interests follow a similar pattern to previous semesters. The highest student interest is in "Health Science" followed by "STEM", "Business", and "Arts, Humanities, Communications and Design" respectively (see attached PPT). These data are regularly shared with the SLS 1515 faculty and used to create relevant course content. Additionally, these data are used to plan FYE Programs such as the "Critical Thinking in Careers" lecture series (see below) Meta-major data will be extracted from Banner (rather than by surveying SLS 1515 students) going forward.

**Critical Thinking in Careers Lecture Series**- In order to achieve the Cornerstone goals of "Critical Thinking" and "Relevancy," and based on Career Survey data, Dr. DeLuca launched a *Critical Thinking in Careers* lecture series. She recruited Dr. Allbritten and other administrators and faculty to share their experiences concerning how critical thinking helped them to determine their career path, and how they use critical thinking in their day-to-day career activities (refer to attached PowerPoint). The speaking series has been well attended and received positive feedback from students and faculty. Several *Critical Thinking in Careers* speaker dates are being planned for spring 2015 to include more faculty and administrators, as well as community members.

The one concern about these speaking engagements was the technology failure. Dr. DeLuca noted that a lot of time was spent securing the rooms with videoconferencing access on all of the campuses. Connection failures occurred, even though IT and Facilities had been notified of

these events. Faculty/staff would show up a half-hour early to call IT and Facilities to make sure of the connection. IT indicated they were aware of the event but had planned to arrive at the event time. Evidently a breakdown in communication had occurred. We will work with IT for the upcoming events to ensure accessibility.

**Foundation:** Dr. Kramp indicated that the Foundation would like to forge a partnership with the Cornerstone events as several community members have indicated an interest in speaking to Cornerstone classes. Dr. Kramp will arrange times/dates to coincide with the times/dates of the Cornerstone classes and notify interested faculty. Community members who are willing to speak to large groups of students may be scheduled as part of the “Critical Thinking in Careers” lecture series.

**Critical Thinking Annual Series:** The third annual critical thinking series featuring Christian Parenti, will be held on the Collier Campus on November 6 at 6 p.m. Dr. Parenti is a noted investigative journalist and author. Prior to speaking on the Collier Campus, Dr. Parenti is scheduled to participate in a question and answer discussion with the students on the Thomas Edison Campus on November 6 at 12:30 p.m. in J-117.

**SENSE:** Dr. van Gaalen and Dr. DeLuca discussed the results of the SENSE Survey. The areas highest in engagement were:

- An advisor helped me to select a course of study, program, or major
- Participated in supplemental instruction
- Used an electronic tool to communicate with an instructor about coursework
- Used face-to-face tutoring
- Used writing, math, or other skill lab

The lowest areas of engagement included:

- The instructors at this college want me to succeed
- At least one other student whom I did not previously know learned my name
- At least one instructor learned my name
- Used computer lab
- Learned to improve my study skills within a class, or through another experience at this college

Dr. van Gaalen created a graph to demonstrate that FSW’s SENSE “Engaged Learning” scores have been increasing since the implementation of the QEP.

**Assessment Newsletter:** Dr. DeLuca shared a page from the October 2014 Academic Assessment Newsletter. Dr. DeLuca, Dr. van Gaalen, the QEP Assessment Committee and the Learning Assessment Committee put together the content. Whitney Rhyne and Dr. van Gaalen worked on the graphics and layout. Additional information can be found at <http://www.fsw.edu/facultystaff/assessment/index>.

**Achievement Data:**

The critical thinking journal overall means showed that students remain consistent in scoring low on the rubric concerning clarity. Students are encouraged to visit the Academic Success centers to help with their writing skills. The Academic Success centers have indicated an increase in the number of student visits.

The SLS 1515 faculty engaged in a Rubric Standardization and Affinity process during the Summer of 2014. Based on the Qualitative and Quantitative data, the Critical Thinking Rubric and assignment guidelines were revised. The faculty also worked together to identify and annotate anchor papers for the various criteria and levels of performance. The anchor papers are posted in the SLS 1515 Community of Practice.

CCTDI post-test – The CCTDI post-test showed overall gains. The highest student scores continue to be in the “Inquisitiveness” domain and lowest scores in the “Truth-seeking” domain. These data are shared with SLS faculty. Many faculty have made the development of “truth-seeking” skills the focus of their Learning Outcomes Goal (LOG). The library faculty are offering truth-seeking workshops for SLS 1515 students.

### **QEP Training:**

As of August 2014, 140 faculty and staff have completed the ten Cornerstone Instructor Training Modules and 606 faculty, staff and administrators have completed one or more QEP Cornerstone Modules.

### **Other QEP Sub-Committee reports:**

Dr. Rebecca Gubitti – Training and Development Committee.

Dr. Gubitti mentioned to the group that Kevin Clark presented a workshop this summer on first-year students during our summer QEP training session. Additionally, a boot camp was offered in August for faculty scheduled to teach the Cornerstone course in the fall. The Training and Development committee has met twice this semester. One of the items discussed was the development of online QEP training modules. A winter conference is not planned for December; however, a spring “Booster Shot” training session will be planned for May.

Whitney Rhyne – Marketing Sub-Committee

Professor Rhyne spoke about the ALS ice bucket challenge and the videos that were developed to show the Cornerstone students. Whitney is continuing to work on obtaining promotional items for the QEP. The committee developed guidelines for faculty to nominate a peer architect (district) of the month and scholar (campus) of the month. Awards will be given to the recipients. Sue Buntic has offered to provide Student Life funding to support the awards.

Aaron Haack- FYE Programs Sub-Committee

Aaron discussed the peer architect workshops and indicated that other workshops will be developed. The FYE Programming team is brainstorming ideas for additional peer architect workshops. Ideas for workshops will be shared across the campuses. Dr. DeLuca asked Aaron to work with Computer Science faculty and FSW Online faculty and staff to offer additional Technology Workshops for students. Also, Aaron may want to work to recruit faculty for other topics aligned with the course learning outcomes. Scott van Selow and Stacey Brown offered to lead workshops.

Early Alert – The committee is discussing how to make the Early Alert process less manual. Additionally, a video will be developed for faculty demonstrating how to complete/submit an Early Alert. The committee is also exploring different software to implement to streamline the process.

Dr. Martin Tawil – Curriculum sub-Committee

Dr. Tawil informed the committee that the number of critical thinking journals entries had been reduced from seven entries to six entries, with the word count increasing to 250. The final essay was also revised and the work count was increased to 500 words For the GPS requirement, a community service component was added as an option. The committee adopted a new SLS 1515 textbook. The new text will lower cost student cost. An e-book is also available.

Dr. Christy Gilfert – Orientation, Advising and Registration (OAR) Sub-Committee

Dr. Gilfert reported that the OAR committee had been discussing EAP and the impact on SLS 1515 enrollment. Much of the committee's time had been spent on discussing how to improve the linked course process in Banner. This fall a biology course/lab had been linked with SLS 1515 and the process was very time consuming for the professor as the professor had to manually compare course rosters daily. Also discussed were the degree/non-degree students, CR holds and their impact on SLS 1515 enrollment.

**Other:**

**Spring Schedule:**

Dr. Clark noted that for the spring 2015 semester there are 67 sections of SLS 1515 offered. Eight sections are scheduled for Charlotte, 17 sections on Collier, three sections on Hendry/Glades and 39 sections on the Thomas Edison Campus. The number of sections includes four honors classes, two each on Collier and Lee.

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