

Minutes

QEP Implementation Team Meeting

S-262D

January 30, 2013, 11:00-12:00 p.m.

Eileen DeLuca	<i>Present</i>	Martin Tawil	<i>Present</i>
Kathy Clark	<i>Present</i>	Kristen Zimmerman	<i>Present</i>
Tom Rath	<i>Present</i>	Whitney Rhyne	<i>Present</i>
Erin Harrel	<i>Absent</i>	Christine Davis	<i>Absent</i>
Duke Dipofi	<i>Absent</i>	Cindy Lewis	<i>Present</i>

1. Subcommittee reports:

- **FYE Programming:** Whitney shared data from fall 2012 FYE programming. Of the FYE Programming, Mash Up Mondays and Service Saturdays had the highest attendance (See attached programming attendance and evaluation data). She also reported on the recent Service Saturday event with Habitat for Humanity. There has been increased FYE activities across campuses:
 - In Charlotte, the Peer Architects led a “Games on the Green” event with 40 attendees, including Tom Rath and Whitney Rhyne.
 - In Collier, there has been a Peer Architect Social event. Linda has started sending out a weekly FYE “FYI” publication that includes a “tip of the week” from the Peer Architects.
 - Hendry/Glades has FYE workshops scheduled.
- **Training and Development:** Eileen shared fall term training data. Training completion and evaluation data: Based on the data spreadsheet from the TLC, 558 employees had attended one or more Cornerstone Trainings. 75 faculty had completed all 10 Instructor Modules. 41 staff completed all 5 required modules (many from that group completed all 10 modules and are additionally qualified to teach the course). The Training and Development Subcommittee is meeting on Thursday to review evaluation data and discuss training improvement. Additionally the team is meeting to discuss scheduling an external presenter for the Summer Training. Kathy suggested that we may find someone at the upcoming FYE conference. The group discussed getting more discipline-specific information about training completers. Rudy Moreira is working on implementing a better system for tracking that will allow interested parties to run queries on the module completion. Check out the TLC offerings at <http://www.edison.edu/tlc/octworkshops.php>
- **QEP Assessment:**

- CCTDI: There were statistically significant improvement in all domains (Truth seeking, Open-mindedness, Analyticity, Systematicity, Inquisitiveness, Confidence in Judgment, and Maturity in Judgment).
- SmarterMeasure: There was statistically significant improvement in the domain of Technology Knowledge. There was a statistically significant decrease in scores for the domains of “personal attributes,” “technology competency,” and “life factors.”
- Twelve Peer Architects participated in a focus group led by two non-SLS faculty. Eileen shared some of the trends in the focus group data:
 - ✓ Peer Architects said that Technology was the main reason students sought their assistance after class.
 - ✓ Peer Architects discussed the difficulty of trying to motivate students.
 - ✓ Some Peer Architects felt “out of the loop” and wanted more communication with the professors. They felt it was important to meet the professor before the start of the course, and on a regular basis during the semester. They felt it was helpful to have access to the syllabus and to any emails sent to the class. They requested a “meet and greet” before the beginning of the term. They also want to know and understand their assigned professors’ expectations.
 - ✓ Peer Architects wanted the opportunity to directly address the students, and suggested that they be given time at the beginning of class to apprise students of campus events.

These data were used by Eileen and Whitney to design guidelines for peer architects and for professors. In addition, these data were used to inform the design of the training session for the fall 2013 peer architects. Finally, a “meet and greet” session was held prior to the spring 2013 semester where faculty had the opportunity to meet their assigned peer architect(s).

- Fall SIR II Results: In all areas, the overall mean scores for the fall 2012 SLS 1515 sections exceeded the comparative four-year mean.

Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	For the fall 2012 SIR II administration, the overall mean score for the “Course Outcome” Items was 4.2 which exceeds the comparative mean for four-year institutions (3.8). For the “Student Effort and Involvement” Items, the overall mean score was 4.0 which exceeds the comparative mean for four-year institutions (3.7).
SIR II Communication items: 6, 7, 8, 9 and 10	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	For the fall 2012 administration, the overall mean score for the “Communication” Items was 4.7 which exceeds the comparative mean for four-year institutions (4.6).
Faculty/Student Interaction items from SIR II: 11, 12, 13,	Beginning AY 2012-13, faculty results for these items will meet or exceed the	For the fall 2012 administration, the overall mean score for the “Faculty-

14 and 15 Subset of Active and Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r	comparative mean for four-year institutions.	Student Interactions” Items was 4.7 which exceeds the comparative mean for four-year institutions (4.4).
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- Within-Course success rates:
 - ✓ Charlotte: 74.4% passed with a “C” or better.
 - ✓ Collier: 83.9% passed with a “C” or better.
 - ✓ Hendry/Glades: 86.7% passed with a “C” or better.
 - ✓ Lee: 74.9% passed with a “C” or better.
 - ✓ Overall College: 77% passed with a “C” or better.
- The overall college pass rates are 8% below the stated goal of 85%.

Eileen shared these data with the faculty at the Community of Practice meeting and discussed ways to increase retention to include us of the Early Alert support system.

- Orientation/Advising/Registration: Kristen attended the SLS 1515 Community of Practice meeting. Advisors have been assigned to serve as liaisons for departments. Susan Potts has been assigned to the SLS courses. During the week of February 25 and March 11, group advising sessions will be held with a focus on academic program/career interest areas. Kristen will send dates out to the team to promote with students. At the last OAR meeting the committee discussed what worked and areas for improvement with the Cornerstone Hold. Whitney shared data noting how many students who were required to take the course did not enroll. An updated report is needed to see how many students of those students still haven’t enrolled. Some of these students will be targeted for the “B” term section on Lee Campus.
- Curriculum: Martin reported that the change to the SLS 1515 syllabus had been approved during the January Curriculum Committee meeting. The catalog language has also been submitted and will be presented by Martin at the February or March Curriculum Committee Meeting.
- Early Alert: Whitney reported that a new Early Alert Web page was created and will go live soon. There is an updated submission form. Faculty and staff have been sent an email reintroducing the Early Alert System. On Lee Campus, she has already received 43 early alerts. The Early Alert Committee is working on making services more consistent district-wide.

2. The group discussed setting up a system for assigning faculty to teach the SLS 1515 course. For the initial semester, Deans and Associate Deans were asked to recommend faculty. That system had pros and cons. Currently, there are more faculty available to teach the course than there are sections to staff. Eileen said that some parameters should guide staffing:

- Priority given to those who have successfully taught the course in the past.

- Balancing the 60 FT Faculty/40 Adjunct Faculty Ratio.
- Having instructors representing a cross-section of programs.

The group discussed adding additional criteria such as endorsement from a Dean or Associate Dean. This topic will be discussed further at the advisory meeting.

Minutes submitted by Eileen DeLuca