

QEP Advisory Committee Meeting Minutes
 February 8, 2013
 Co-Chairs, Tom Rath and Kathy Clark

Thomas Rath	<i>present</i>	Cindy Campbell	<i>present</i>	Brooke Roughgarden	<i>absent</i>
Eileen DeLuca	<i>present</i>	Christy Gilfert	<i>present</i>	Scott Van Selow	<i>present</i>
Kathy Clark	<i>present</i>	George Manacheril	<i>present</i>	Kristen Zimmerman	<i>present</i>
Rudy Moreira	<i>absent</i>	Kevin Coughlin	<i>absent</i>	Myra Hale Walters	<i>present</i>
Whitney Rhyne	<i>present</i>	Martin Tawil	<i>present</i>	Edith Pendleton	<i>absent</i>
Louisa Bobadilla	<i>present</i>	Rebecca Gubitti	<i>present</i>		

Call to Order by Kathy Clark.

Dr. DeLuca presented the Fall Assessment Data (see attached PPT). Highlights from the presentation include:

- Critical Thinking Journals: The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.
 - Overall means for each dimension:
 - Clarity: 2.73 (64.59% received "3" or higher)
 - Accuracy: 2.94 (80.73% received "3" or higher)
 - Relevance: 3.03 (85.37% received "3" or higher)
 - Significance: 2.92 (75.79% received "3" or higher)
 - Logic: 3.00 (82.70% received "3" or higher)
 - The goal for Accuracy, Relevance, Significance, and Logic were met.
 - The number of students receiving a "3" or better for Clarity fell short of the stated goal (-5.41%) with Clarity being the dimension with the lowest of the overall means.
- Final Essay Assignment-The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.
 - Overall means for each dimension:
 - Clarity: 2.77 (67.71% received "3" or higher)
 - Accuracy: 2.98 (80.12% received "3" or higher)
 - Relevance: 3.22 (88.86% received "3" or higher)
 - Significance: 3.10 (79.06% received "3" or higher)
 - Logic: 3.10 (82.83% received "3" or higher)
 - The goals for Accuracy, Relevance, Significance, and Logic were met.
 - The number of students receiving a "3" or higher for Clarity fell short of the stated goal (-2.29%), with Clarity being the dimension with the lowest of the overall means.

- Beginning in fall term 2012, use of the Lee Campus Academic Success and College Prep Center labs became more “fluid.” Students with writing needs receive assistance in either lab. Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity.
- Linked courses were discussed. Kristen indicated that ideally we should work with IT to link specific sections. She reports that only three students who were required to take the course have not yet enrolled.
- The results of a correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre- and post-tests by domain showed significant increases across all variables (Truth Seeking, Open Mindedness, Analyticity, Systematicity, Inquisitiveness, Confidence in Judgment, Maturity in Judgment) in the scores between the pre- and post-test administrations. The largest increases were in in “Truth Seeking,” “Analyticity,” “Confidence in Judgment” and “Maturity in Judgment.”
- Smarter Measure – This exam looks at students’ readiness for a technically rich college environment. The results of a correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre and post-tests by domain showed statistically significant improvements in Technology Knowledge.
- There was a slight decrease in Personal Attributes, and statistically significant decreases in two areas: Technology Competency and Life Factors.
- In response to data, Technology Tuesday, which is supported by the faculty and peer architects, is designed to assist the Cornerstone students as well as “Wired Wednesday” which is held on the Charlotte Campus. Eileen has asked all campus centers to design and promote technology support.
- Before the start of the spring 2013 semester, the Peer Architects received training in the use of Canvas so that they may better prepared to provide support to SLS 1515 students as they learn to use online learning management systems.
- Group Project-Success Strategies: The students’ achievement of each dimension (Completion of the problem-solving template, Timeline for Project Completion, Demonstration of Effective Group Communication Skills, and Presentation) of the rubric was measured on a 4-point scale.
 - Completion of the problem-solving template: 3.16 (82.25% received “3” or higher)
 - Timeline for Project Completion: 3.09 (80.20% received “3” or higher)
 - Demonstration of Effective Group Communication Skills: 3.00 (76.11% received “3” or higher)
 - Presentation: 3.06 (78.16% received “3” or higher)
 - The goal was met for all of the rubric dimensions.
 - The SLS 1515 faculty revised the Success Strategy assignment guidelines in fall 2012 to improve the alignment between the stated outcomes and the assessment.

- Spring 2013 assignments will follow the updated guidelines and be scored on the updated rubric.
- Kevin is currently working on term-to-term retention study. Year-to-Year retention and cohort graduation reports will also be developed at the appropriate time intervals.
- SIR II results – The overall mean score for the all areas measured exceeded the comparative mean for four-year institutions
- Within-course completion 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 committee discussed the use of Early Alert to support in-course completion rates. Early Alert services will be consistent college-wide during the spring 2013 semester to help support success and retention. The QEP Implementation and Advisory team will develop a plan for selecting faculty to teach SLS 1515.
- The overall college pass rates are 8% below the stated goal of 85%.
- SENSE – The survey is administered the first 4 weeks of students being in college. The data will be available in March. Eileen has encouraged faculty and staff at several meetings and through the postmaster to review the SENSE benchmarks to improve practices that engage students.
- Faculty Professional Development Surveys-Twenty-four of the forty-three faculty completers responded to the Cornerstone Instructor Module survey.
- 79% of the completers “agreed” or “strongly agreed” that they had applied the “Critical Thinking” knowledge gained from the modules to their teaching or interactions with students (falling 1% short of the stated goal).
- 79% of the completers “agreed” or “strongly agreed” that they had applied the “Success Strategies” knowledge gained from the modules to their teaching or interactions with students (falling 1% short the stated goal).
- Staff Professional Development Surveys: Thirteen of the seventeen staff and administrators who completed the required modules completed the survey.
- 69% of the completers “agreed” or “strongly agreed” that they had applied the “Critical Thinking” knowledge gained from the modules to their teaching or interactions with student falling 11% short of the stated goal.
- 69% of the completers “agreed” or “strongly agreed” that they had applied the “Success Strategies” knowledge gained from the modules to their teaching or interactions with students) falling 11% short of the stated goal.
- Training – As of December, 558 faculty and staff had completed one or more training sessions. 75 faculty had completed all 10 modules, 41 staff and administrators had completed the 5 required modules. Many staff and administrators are also qualified to teach the course.
- Career Interest Survey – A survey was distributed to students asking about their career interests. The results from fall 2012 and spring 2012 were similar. There

was approximately a 30% response rate with the majority of students indicating careers aspirations in Health Professions. Business/Public Service was the second most popular choice. It was noted that we should try to encourage Health Professions faculty to teach the Cornerstone course. Additionally SLS 1515 faculty are encouraged to help students understand the difference between programs in terms of access and competitiveness. Another item that was mentioned is that we consider sending out the career-interest survey to all FTIC students.

Update on SLS 1515 sub-committees:

- QEP Curriculum and Community of Practice – Martin Tawil
 - Martin explained the rationale for the 10 critical thinking journal entries being consolidated to 7 entries. Also the Passport Assignment had been renamed Edison GPS (Go, Picture, Scribe). A rubric had been developed to score the GPS.
 - The curriculum committee approved the new syllabus language to include “students must complete the Cornerstone course with a “C” or better.”
 - The possibility of changing the textbook is currently being discussed. Several options were mentioned including re-customizing our own text.

- Orientation/Advising/Registration – Kristen Zimmerman
 - Kristen noted that advisors have been assigned to serve as liaisons for departments. Susan Potts has been assigned to SLS advisors.

- FYE Programming – Whitney Rhyne
 - Whitney shared a PPT presentation of all of the activities included in FYE programming (see attached PPT). Highlights include:
 - FYE programming data
 - Attendance demographics
 - Overwhelming positive participant survey results

- Training and Development – Rebecca Gubitti
 - Dr. Gubitti indicated that training and development had been covered in the above presentations. Three faculty have agreed to attend the Critical Thinking Conference and lead TLC trainings in AY2012-2013.

- Early Alert - Whitney Rhyne

Whitney shared information from the Early Alert program for the fall 2012 semester. There were 178 Early Alerts submitted from 40 different professors. The Early Alert team follows up after final grades are submitted and those results are shared in the attached presentation. Over 40% of Early Alerted students have enrolled again in classes for the spring semester. Whitney also shared several new additions to the Early Alert program this spring semester. There is college-wide committee representation, an email communication plan in place, a new submission form to include Edison Online option, student and faculty resources webpages. The new webpage is found at <http://www.edison.edu/earlyalert/index.php>

- The QEP budget and the faculty selection process will be discussed at the April 26 Advisory Committee meeting. The meeting concluded at 1:00 p.m.