

Wednesday, February 20, 2013
2:00-3:00 p.m.
S-262D

Eileen DeLuca-co-chair	<i>Present</i>	Scott Van Selow	<i>Present</i>
Kevin Coughlin-co-chair	<i>Present</i>	Amy Trogan	<i>Present</i>
Crystal Revak	<i>Present</i>	Susan Marcy	<i>Present</i>
Monica Moore	<i>Present</i>		

1. Eileen reported the Fall 2012 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 overall college pass rates are 8% below the stated goal of 85%. However, for fall 2012, the students who were required to take the course were those testing into two or more developmental courses. Therefore, 77% is a reasonable success rate.

The committee discussed measures in place to increase success/retention. An early alert committee was implemented in fall 2012 to provide an additional network of support for students who require referrals to instructional assistants and academic coaches. Whitney Rhyne oversees the Early Alert committee. For spring 2013, the Early Alert Committee has created an updated Website and submission form. The Early Alert Committee has college-wide representation and in spring 2013 will make progress towards providing consistent services college-wide.

Scott suggested that a study of the withdrawal codes for SLS 1515 students may be revelatory. Kevin suggested that a study may be conducted to review withdrawal codes vis-à-vis SmarterMeasure results.

2. Eileen reported on the fall 2012 Critical Thinking Journal and the Final Essay Results: Critical Thinking Journal-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-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 goal 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.

The faculty have reviewed these results noting that “Clarity” was the lowest area in terms of achievement. They have discussed ways to provide more writing feedback. The use of Canvas has helped with giving students more feedback on each journal in a timely fashion.

Beginning in fall 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. The faculty have been encouraging students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity.

Monica has reported increased traffic in the centers. This is a positive trend as more of the students are connecting with this support service and will become familiar with the available assistance that they can continue to utilize when they are enrolled in writing intensive courses.

3. Eileen Reported on the Group Project Results:

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.

Eileen reported that the faculty revised the assignment guidelines and rubric to have a better alignment. The new guidelines and rubric will be implemented in spring 2013. Though the overall results were positive, the committee discussed ways to continue to make all students successful with the assignment to include teaching group communication skills, putting students in groups throughout the semester, and continuing to offer groups communication workshops in the FYE/Academic Success Department.

4. Eileen reported that a few faculty had incorrectly entered rubric data in fall 2012. They have all been referred to Dobin for remediation.
5. Eileen reported the Professional Development Survey Results:

Faculty-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-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 students (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).

In all areas, the results were more positive than the survey from spring 2012 and summer 2013. Based on results from spring and summer 2012 Surveys, the trainings were revised to include

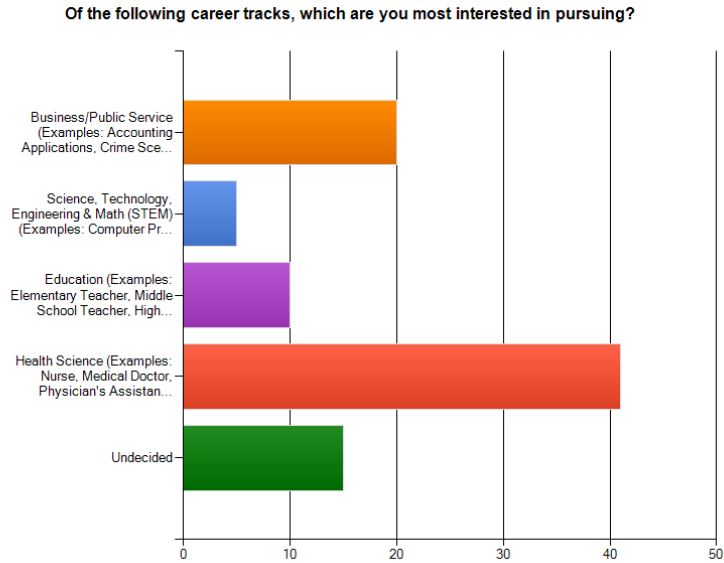
- a) more course-specific content
- b) more hands-on activities and specific examples
- c) face-to-face requirements for some of the modules
- d) lengthier sessions for some of the modules.
- e) more attention to Critical Thinking training for faculty and staff to have a shared understanding of the concept.

The results suggest that the trainings have improved and have become more relevant. The committee noted that the scores for the staff were a little lower. Eileen reported

that the Training and Development subcommittee is looking for ways to make some of the trainings more relevant to staff. They would like to see strategies for promoting critical thinking with students outside of the classroom. Susan suggested collaborating with Tracy Reynolds who has been working on creating trainings for staff. The committee also noted that many staff may be unaware of the training goals. Eileen has asked Deans and Department chairs to set training goals. She will need to work with Rudy to follow-up.

Scott suggested that faculty and staff would benefit from being able to see which modules they have completed, and how many more are left. Eileen shared that Rudy Moreira wants to enroll all faculty and staff in a "TLC Course" where they could view their "transcripts" at any time.

6. Kevin reported on Term-to-Term Retention. He shared the progress of a Term-to-Term retention study comparing AY 2011-2012 fall to spring retention to AY 2012-2013. Additionally he may be able to compare GPAs and conduct a study comparing retention of students testing into two or more developmental courses who enrolled in SLS 1515, to students testing into two or more developmental courses who did not enroll in the course, but did enroll in other classes.
7. Crystal reported that the SENSE data would be available on March 1. She also reported that 82 sections have been chosen for the CCSSE Administration to occur from March 18-29. Faculty chosen and their respective deans have already been notified. Eileen will send a message out through the Postmaster to encourage faculty to familiarize themselves with the CCSSE benchmarks.
8. Eileen reported on the spring 2013 career interest survey. The results are very similar to fall 2012 career interest survey with Health Professions being the area of highest student interest. Business/Public Service is the second highest area of interest.



These data have been shared with SLS 1515 faculty. It is useful when focusing on career goals and academic planning in the course. Many students wish to go into nursing, but need to understand that this is a limited access program that is highly competitive.

The FYE office will work with the School of Health Professions to create some “program preview” experiences.

9. Eileen reported on FT to Adjunct Section Coverage Ratios-

SLS 1515-FT to Adjunct Section Coverage Ratios					
	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	# Taught by adjuncts	% Taught by adjuncts
Spring 2012-PILOT	16	13	81%	3	19%
Summer 2012-PILOT	11	3	27%	8	73%
Fall 2012	30	15	50%	15	50%
Spring 2013	18	11	61%	7	39%

As per the QEP, the majority of sections each term should be taught by FT faculty. Since the summer sections mostly run in summer B for the Hope Scholars, it is difficult to cover with FT faculty. Otherwise coverage is on target. The QEP Implementation team is working on plan for staffing classes in a manner that is equitable, but aligned with program goals.

Minutes submitted by Eileen DeLuca