

## Minutes

QEP Implementation Team Meeting

S-262D

March 13, 2013, 11:00-12:00 p.m.

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

### 1. Subcommittee reports:

- **FYE Programming:** Programming is present on every campus. Charlotte holds 2 academic workshops a week and 1 or 2 affective activities in the month. Collier campus holds several FYE workshops a month. H/G does FYE programming directly before the Cornerstone class and does at least one workshop a month. Many H/G Cornerstone students volunteered at the last Habitat for Humanity Service Saturday in LaBelle. Lee campus has its regular program offerings Mash Up Monday, Technology Tuesday, Evening Programming in addition they are holding several Financial Aid / Scholarship workshops, and again is holding workshops to help students with their GPS assignment. The FYE office tracks student involvement in a variety of on campus activities. The Most involved class for the month of February logged 7,368 minutes. Many other classes logged 6000 minutes and 5000 minutes participating in on campus activities. The FYE office has analyzed the student population that different programming efforts are reaching (see attached report). 57.45% of students who attend Mash Up Monday are male. 32.69% of students who volunteer with Service Saturday are mature students. 35.23% of students who are engaged with Service Saturday identify as Black or African American. 32.99% of students attending Technology Tuesday identify as Hispanic. 30.61% of students attending Technology topics are evening students.
- **Training and Development:** Eileen shared that the Training and Development Committee is working on planning the summer training event. Martin, Eileen, Kathy, Whitney, and Rebecca Gubitti attended the FYE Conference in February and found some potential speakers:
  - Brad Garner, Director of Faculty Enrichment at the Center for Learning and Innovation from Indiana Wesleyan University: Check out his site and newsletter [www.sc.edu/fye/toolbox](http://www.sc.edu/fye/toolbox).
  - Joe Cuseo, Professor Emeritus, Psychology; Director, First-Year Seminar at Marymount College.

The committee discussed the concept of having a 3-part training. A practitioner-focused training (Brad Garner), a conceptual/philosophical/research focus on FYE (Jose Cuseo) and a student-services focused training (the FYE conference attendees will review workshops they attended for a potential presenter).

Eileen will work with Training and Development Committee to set dates, book presenters, book room, etc.

Check out the TLC offerings at <http://www.edison.edu/tlc/octworkshops.php>

QEP Assessment:

- o Term-to-term retention: Kevin Coughlin ran two retention studies. He conducted A Chi Square analysis for students who tested in two or more developmental studies courses and enrolled in 2011-2012 as compared to the students with the same criteria who enrolled in 2012-2013. From fall 2012 to Spring 2012, 73.39% of the students were retained. From Fall 2012 to Spring 2013, 74.02% of the students were retained (a positive increase of .63%, falling 4.37% short of the stated goal of a 5% increase). An additional Chi Square Analysis was conducted with students who tested in two or more developmental studies courses enrolled in fall 2012, and enrolled in SLS 1515 compared to students who tested in two or more developmental studies courses, enrolled in fall 2012, but did not enroll in SLS 1515. Those students who enrolled in the SLS 1515 were retained from fall to spring at a rate of 77.22%. Those that did not enroll in SLS 1515 were retained from fall to spring at a rate of 65.06%. There was a statistically significantly higher rate of retention for those students who enrolled in SLS 1515.

See Results from Kevin below:

<b>Table 1</b> <i>Term to Term Retention by Base Fall Term</i>				
		Not Retained Following Term	Retained Following Term	Totals
Fall 2011	Frequency	194	535	729
	Percent Overall	14.22	39.22	53.45
	Row Percent	26.61	73.39	
	Column Percent	54.04	53.23	
Fall 2012	Frequency	165	470	635

	Percent Overall	12.10	34.46	46.55
	Row Percent	25.98	74.02	
	Column Percent	45.96	46.77	
Total	Frequency	359	1005	1364
	Percent	26.32	73.68	100.00

$\chi^2 (1, N = 1364) = 0.069, p < 0.793$

**Table 2**  
*Fall 2012 Term to Term Retention by Participation in SLS 1515*

		Not Retained Following Term	Retained Following Term	Totals
Not in	Frequency	57	104	161
SLS 1515	Percent Overall	8.98	16.38	25.35
	Row Percent	35.40	65.60	
	Column Percent	34.55	22.13	
Enrolled in	Frequency	108	366	474
SLS 1515	Percent Overall	17.01	57.64	74.65
	Row Percent	22.78	77.22	
	Column Percent	65.45	77.87	

Total	Frequency	165	470	635
	Percent	25.98	74.02	100.00

$$X^2 (1, N = 635) = 9.95, p < 0.002$$

- Peer Architect Efficacy: RTA (Susan Hibbard, Abby Wilcox) conducted a study upon the request of Eileen and Whitney to determine if students in SLS 1515 who had consulted with a Peer Architect had significantly higher grades in the SLS 1515 course and significantly higher overall GPAs. The results showed that the course grades for the students who consulted with a Peer Architect were significantly higher than those who did not. The overall mean GPA were also higher, but not statistically significantly higher. See RTA results below:

### Results

The results from the ANOVA indicated course grades were significantly different among students who consulted with Peer Architects versus those who did not ( $F = 4.26; p = .04$ ).

**Table 1**  
Descriptive Statistics for Course Grades

Campus	N	Mean (%)	SD	Min	Max
Peer Architect	108	3.07	1.28	0	4
No Peer Architect	467	2.76	1.46	0	4

**Note:** Grades were converted to numbers using the 4 point grading scale. A = 4, B = 3, C = 2, D = 1, F = 0.

**Table 2**  
*Analysis of Variance Summary for Course Grades (N = 575)*

	df	Sum of Squares	Mean Square	F	p
Model	1	8.64	8.64	4.26	.04
Error	573	1162.55	2.03		
Corrected Total	574	1171.19			

Note:  $R^2 = 0.007$

No significant differences in GPA were found among students who consulted with Peer Architects versus those who did not ( $F = 0.31; p = .58$ ).

**Table 3**  
**Descriptive Statistics for GPA**

Campus	N	Mean (%)	SD	Min	Max
Peer Architect	112	2.39	1.13	0	4
No Peer Architect	480	2.33	1.18	0	4

**Note:** Grades were converted to numbers using the 4 point grading scale. A = 4, B = 3, C = 2, D = 1, F = 0.

**Table 4**  
*Analysis of Variance Summary for GPA (N = 575)*

	df	Sum of Squares	Mean Square	F	<i>p</i>
Model	1	0.42	0.42	0.31	0.58
Error	590	813.53	1.38		
Corrected Total	591	813.95			

Note:  $R^2 = 0.0005$

These data will be disseminated to the Peer Architects and the Faculty to encourage additional Peer Architect consultations.

Orientation/Advising/Registration: Christine and Kristen shared notes from the OAR meeting. Milana Williams was asked to attend and Christine will invite her to all future meetings. The group discussed the progress of students who have tested into two or more developmental courses, but who did not enroll in SLS 1515 in the first semester. A mini-b term SLS 1515 was scheduled and has filled. A number of students who were not required to take the course enrolled, but were advised out. This allowed a group going through orientation to have access and enroll in the course for spring B. The OAR committee discussed the upcoming registration cycle and placement of the hold. Advisors will use April 29, 2013 as the effective date of the hold for students testing into two or more developmental courses enrolling for the summer term... This will allow the students the ability to drop and add as necessary through the 29<sup>th</sup> without a need for the hold to be lifted. After April 29<sup>th</sup>, the students will need advisor permission. Kristen has asked the advisors to keep track of the students they advise in this category. She has asked them to promote this course as a first semester course, and let them know that although the students have some flexibility to take it within their first 15 hours; data (e.g. Kevin's retention study) supports the positive impact on student success. The Implementation team discussed the need to review the catalog language to ensure there was clear language regarding dual enrollment students. They also discussed reviewing the definition of FTIC.

- Curriculum: Martin reported that the change to the SLS 1515 syllabus had been approved during the January Curriculum Committee meeting. He will present the catalog language change in the March Curriculum Committee Meeting. The curriculum committee is also reviewing the textbook for a possible new adoption. He received samples at the FYE conference, and will share with the curriculum committee and faculty for review.
- Early Alert: The Early Alert webpage is up and running. It currently has 4 different pages: Early Alert Home, Student Resources, Faculty Resources, Early Alert Submission Form. The page is linked in 4 different locations 2 places in the portal and on the current student page as well as on the faculty resources page. Lee campus has received over 180 Early Alerts this term.

2. Update on Collier Positions: The Collier faculty position for 2012-2013 is posted. All HR paperwork has been submitted for the Collier FYE coordinator position, but it has not been posted yet. Eileen will meet with Henry Peel to discuss.

3. Summer schedule: There will be a reduction in the projected number of HOPE sections. Christine asked that one Lee Campus section be reserved for the HOPE Scholars. She asked that the other 3 summer B sections that were reserved for HOPE remain on the schedule for the general student population. On Charlotte and Collier, the HOPE sections will also be open to all students to ensure that they make.

Minutes submitted by Eileen DeLuca