

MINUTES

All Campuses Department Meeting
Department of Developmental Studies
In the Division of College and Career Readiness
Friday, April 12, via *Online information and survey*

Attendance

Dr. Eileen Deluca, Dean, College and Career Readiness	present	Sabine Eggleston, Professor, Developmental Math	present	Joseph Roles, Professor, Developmental Math	present
Dr. Caroline Seefchak, Chair, Developmental Studies,	present	Bert Lawrence, Professor, Developmental Math	present	Candace Rosene, Professor, Developmental Math	present
Cynthia Baker, Professor, Developmental Math	present	Melanie LeMaster, Professor, Developmental Reading	present	Violeta Rotonda, Professor, EAP	present
Jennifer Barreto, Professor, Developmental Math	present	Karen Maguire, Professor, Developmental Reading	present	W. Troy Tucker, Professor, EAP	present
Karen Buonocore, Professor, Developmental Math	present	Jaime Marecz, Professor, Developmental Math	present	Cathy Vache, Professor, Developmental Math	present
Rebecca Gubitti Developmental Math	present	Tom Mohundro, Professor, Developmental English	present	Terry Zamor, Professor, Developmental Math	present
S. Renee Hester, Professor, Developmental Reading	present	Pat Newell, Professor, Developmental Math	present	Wanda Day, Professor, Developmental Reading	present
Dr. Jennifer Grove, Professor, Developmental English	present	Robert Olancin, Professor, EAP	present		

Because we were unable to meet as a group for this last scheduled meeting date of the 2013-2014 academic year, and since there was a considerable amount of information to be shared and discussed with faculty members of the Department of Developmental Studies, this “meeting” was set up in a format whereby members were given an agenda, a PDF of meeting information, and copy of a PowerPoint presentation that explained some of the meeting information. After viewing all information, members of the Department were directed to a SurveyMonkey site where they each had the opportunity to provide feedback as they would at an in-person meeting.





The information packet and all directions were sent with an explanatory email on Wednesday, April 10, 2013. Members were asked to respond to the survey by close of business, Monday, April 15, 2013.

NOTE: Open responses on the survey are not in any order and cannot be tracked from one response to the next; they are anonymous unless written otherwise.




1. Please indicate your name

	Response Count
	25
answered question	25
skipped question	0

2. Please indicate your primary discipline. (for data collection)

		Response Percent	Response Count
Developmental English		16.7%	4
Developmental Reading		20.8%	5
Developmental Mathematics		50.0%	12
EAP		12.5%	3
SLS		0.0%	0
	answered question		24
	skipped question		1

3. Please indicate your primary campus. (for data collection)

		Response Percent	Response Count
Lee Campus		68.0%	17
Collier Campus		20.0%	5
Charlotte Campus		12.0%	3
Hendry Glades Center		0.0%	0
		answered question	25
		skipped question	0

4. Successes and Accomplishments: Share any terrific things that have happened in your classrooms, with your students, or to you as a professional.

	Response Count
	15
answered question	15
skipped question	10

5. You have been provided information on SB 1720 and HB 7057. Please indicate any comments you have regarding the two bills.

	Response Count
	22
answered question	22
skipped question	3

6. Do you have any questions or comments about this initiative of the Division of College and Career Readiness?

	Response Count
	21
answered question	21
skipped question	4

7. Please look at the SURVEY DATA for the subject area of your teaching discipline and record comments and observations you have.

	Response Count
	21
answered question	21
skipped question	4

8. Looking at the questions on the survey, are there any, at this time, that you would like to see added or revised?

	Response Count
	16
answered question	16
skipped question	9

9. Please look at the COMMON COURSE ASSESSMENT DATA for your discipline subject area. (English and Math rubric data is on the PowerPoint; Reading data is in the meeting documentation. For fall semester, there was not enough EAP data to compile. EAP data will be available for the spring semester.) Consider the areas of strength and weakness as indicated by the overall mean scores. In what areas are students in your discipline area excelling, and in what areas is there a need to focus on improvement?

**Response
Count**

21

answered question

21

skipped question

4

10. Looking at the COMMON COURSE ASSESSMENT DATA for your subject area, how will you use these data to inform improvement in the courses you teach?

**Response
Count**

20

answered question

20

skipped question

5

11. Lee Faculty Only: Please look at the LAB SURVEY DATA, and make any comments and suggestions you may have based on the responses from students.

**Response
Count**

14

answered question

14

skipped question

11

12. Please look at the two documents - three pages - of DATA from the FLORIDA COLLEGE SYSTEM. Is there anything of particular interest to you that you may use to drive your course and instruction planning?

	Response Count
	16
answered question	16
skipped question	9

13. In the space below, please write any questions or comments you have following this week's visit from the SACS COC team.

	Response Count
	17
answered question	17
skipped question	8

14. Look at the data sheet of FACULTY SUCCESS SKILLS WORKSHOP COMPLETION. Indicate any comments or suggestions below. If you have completed any of the workshops, please comment on how you have applied any of what you have learned.

	Response Count
	23
answered question	23
skipped question	2

15. Do you have any comments or suggestions regarding the Department of Developmental Studies written policies?

**Response
Count**

20

answered question 20

skipped question 5

16. Do you have anything that you would like to discuss about this year's ceremony or about the change in format of graduation?

**Response
Count**

20

answered question 20

skipped question 5

17. If you have anything else to add, please do so below.

**Response
Count**

7

answered question 7

skipped question 18

18. Many members of the department could not be present for an in-person meeting, so this format was used to provide information and to solicit comments, questions, and suggestions Please provide feedback on your opinion of this kind of meeting experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
This meeting format was convenient for me.	54.5% (12)	22.7% (5)	18.2% (4)	4.5% (1)	0.0% (0)	4.27	22
I was provided with information relevant to my job.	69.6% (16)	30.4% (7)	0.0% (0)	0.0% (0)	0.0% (0)	4.70	23
This meeting format was clear to me.	69.6% (16)	26.1% (6)	4.3% (1)	0.0% (0)	0.0% (0)	4.65	23
I was given opportunities to provide my thoughts and opinions.	69.6% (16)	30.4% (7)	0.0% (0)	0.0% (0)	0.0% (0)	4.70	23
I appreciated receiving pertinent information in this format.	56.5% (13)	34.8% (8)	8.7% (2)	0.0% (0)	0.0% (0)	4.48	23
This meeting format was a good use of my time.	59.1% (13)	13.6% (3)	22.7% (5)	4.5% (1)	0.0% (0)	4.27	22
answered question							23
skipped question							2

19. Is there anything else that you would like to say pertaining to the meeting format?

	Response Count
	14
answered question	14
skipped question	11

20. Is there anything else that you would like to add to this meeting? This is the final question of the survey.

	Response Count
	8
answered question	8
skipped question	17

Page 3, Q4. Successes and Accomplishments: Share any terrific things that have happened in your classrooms, with your students, or to you as a professional.

1	nada	Apr 15, 2013 4:39 PM
2	Congratulations to Dr. Caroline Seefchak for receiving the NISOD award. She will be honored at the NISOD Conference at the end of May. Congratulations to Dr. Gubitti for leading two successful presentations at the Chair Academy in April. Congratulations to Professor LeMaster for leading a Reader's Theater presentation during Holocaust Memorial Week. Congratulations to Professor Hester for having a workshop on Literature Circles accepted to be presented at the Florida Literacy Conference in May. Congratulations to Professor Eggleston for having two proposals accepted to present at AMATYC in the fall.	Apr 15, 2013 3:46 PM
3	Was asked to present 2 presentations at the upcoming NISOD conference (May) and 1 presentation at the Noel-Levitz conference (July).	Apr 15, 2013 1:10 PM
4	I think it is terrific that my students participated in reading "I Have Lived a Thousand Years," as a Readers Theater event for Middle and High School students during Holocaust Memorial Week.	Apr 14, 2013 10:32 PM
5	One of my students has been accepted into EMT program. Another student will be a Peer Architect	Apr 14, 2013 12:26 PM
6	I went to the Connections Conference and came away inspired to try some new things to get our students through Developmental Math more quickly. We will need to coordinate a lot with the Math Department and the college administration.	Apr 14, 2013 11:39 AM
7	None	Apr 12, 2013 2:38 PM
8	I was walking to the classroom with a student who is failing Dev Reading this semester. She's only passed 1 test all semester long. She is a student who has come from another country. As we were walking, another student approached me with a big smile on his face. He put his arm around me and gave me a hug. It was a student I had 3 semesters ago! He was happy to see me--to tell me his accomplishments. He's finished Comp I and II. He's done well with the rest of his coursework. This semester he's taking International Relations and business courses. He's still working on his designs and had returned recently from NY and a design show there. It was so good to see him and hear of his successes! I told the student who is currently failing the course that I had not paid him to do that--hug me and tell me how well he's doing. She said she understood and that she had not done the work necessary to pass Dev Reading and she knew she needed to take it again to be successful. What perfect timing! I could have (and have) told her and other students how important reading, writing, math are for their future. BUT, having a student who has had to take Developmental spontaneously walk up and say those things. That's priceless!	Apr 12, 2013 12:19 PM
9	I think that one of the things I am most proud of this semester is the bond and trust that I have developed with many of my students. Besides regular office hours, my students know that I always have an open door policy and that they are welcome, indeed, encouraged to visit with me in my office. Many have taken advantage of this open invitation. I also know that, at least historically, one of the most important roles played by teaching faculty was to act in the capacity of student advisor, interacting and dialoguing with students on a myriad of issues.	Apr 12, 2013 12:14 PM

Page 3, Q4. Successes and Accomplishments: Share any terrific things that have happened in your classrooms, with your students, or to you as a professional.

This is something that I have worked hard on this semester, and I have spent many, many hours visiting with my students. I have greatly enjoyed this interaction; it has served as a wonderful reminder of how rich and rewarding the teaching profession can be.

10	In my speech class, my students each presented their speech in the form of a "commercial" for a product or service of their own choosing. The "commercials" were enlightening (I believe that we may see a spike in the Florida economy as students rush out to purchased the advertized products), and many were very witty and entertaining. We all had a ball.	Apr 12, 2013 11:07 AM
11	I have successfully complete 4 doctoral classes and currently on my 5th!!!	Apr 11, 2013 4:10 PM
12	I have completed my Specialist degree in Ed Leadership.	Apr 11, 2013 3:09 PM
13	t	Apr 11, 2013 2:47 PM
14	I nominated an old MAT 0028 student for the Student Success award ceremony at Charlotte Campus, and the student won the award based off his achievements. I am being allowed to present the award to him April 18th.	Apr 11, 2013 12:42 PM
15	A had two perfect scores on factoring test for Chapter 13.	Apr 11, 2013 12:38 PM

Page 4, Q5. You have been provided information on SB 1720 and HB 7057. Please indicate any comments you have regarding the two bills.

1	I understand the need to streamline developmental studies, but what 1720 is proposing only works at functioning colleges with staff support and respect for students. ESC is none of these, so I have written, called, emailed, and signed petitions against it.	Apr 15, 2013 4:42 PM
2	I am wondering how our department could change because of these bills. Has there been any communication with our administration about the possibilities?	Apr 15, 2013 4:34 PM
3	I encourage everyone to stay informed. As we plan for AY 2013-2014 we will want to explore the use of the P.E.R.T. diagnostic exam as a way to use additional assessments to place students appropriately. As always, we want to stay focused on supporting students so that they can be successful in college-level courses.	Apr 15, 2013 3:49 PM
4	SB 1720 would end developmental education and would divide or segregate students. HB 7056 has some positive aspects and gives some flexibility to developmental education delivery.	Apr 15, 2013 2:43 PM
5	Quite concerned, as I am sure we all are, regarding how this will trickle down to our students. Will they have the opportunity to be successful in MAT1033 without a stronger foundation, currently given to them from our developmental classes???	Apr 15, 2013 2:05 PM
6	It's disappointing to think that we've gone from "no child left behind" mentality - to NO "open access" and the "sink or swim" mentality has taken over. The powers that be that make these decisions have never stepped foot inside our classrooms and dealt with the non-traditional students. How can they justify this type of change to the returning vets that want to use the GI bill - where will they go now to get their remedial skills and is the GI bill going to cover their "adult education" courses? These bills close the doors of education and opportunity on several populations and nobody seems to care. It's depressing!	Apr 15, 2013 1:15 PM
7	I saw that another Education bill did pass through both the house and the senate. I was wondering how that affects the two bill addressing Developmental Ed?	Apr 15, 2013 9:04 AM
8	I did write to my representatives stating my concerns about open access and how this new legislation would affect some of our most vulnerable citizens, older returning students and minorities.	Apr 14, 2013 10:36 PM
9	I am very dismayed that politicians believe they know what is best for the education of students.	Apr 14, 2013 12:27 PM
10	At the time I am reading this, the SB 1720 has passed. The older I get, the more disturbed I become with the Legislative process - whether in Washington DC, Springfield IL (where I have a vested pension) or Tallahassee. I just wish politicians would leave education to educators, but that is not to be. It is what it is, and we all have to learn to cope. I am not doing well with coping.	Apr 14, 2013 11:52 AM
11	Hopefully the Senate Bill will be defeated on the floor.	Apr 12, 2013 2:40 PM
12	I have emailed my representatives and senators (including U.S. Senator Bill	Apr 12, 2013 12:24 PM

Page 4, Q5. You have been provided information on SB 1720 and HB 7057. Please indicate any comments you have regarding the two bills.

Nelson because he needs to know what is going on in the state legislature) telling them what an opportunity Dev Education provides for returning veterans, students coming from other countries, and students returning/starting college after years of absence from schooling and now wanting to change careers or improve their promotion/salary potential. I have also sent an email to the education reporter at the Naples Daily News and to the education coordinator for the Florida Department of Veteran Affairs. The Senate Bill will deny opportunity and that should not be what Florida (or any state) is about.

13	Pulling for HB 7057! I am hopeful that because the two pieces of legislation are so different that during the "sausage-making" process, something will emerge that is less detrimental to developmental education. I think that it is inevitable that something will be passed; my fervent hope is that whatever it is does not completely destroy our department. I also thought that the postulation that the governor might actually veto SB 1720 should it pass was an interesting tidbit. We shall see. . .	Apr 12, 2013 12:21 PM
14	I am not understanding the impact it will place on us as instructors. I would like examples of other methods of instruction and examples of future delivery. I want to understand the changes and how we will handle them as a department. Everything presented is vague and I do not have a concrete understanding.	Apr 12, 2013 11:45 AM
15	It appears that one of these Draconian bills will become the law of the land. Like everyone else, I hope that the "House" bill wins out. Couldn't more of our courses be upgraded to "college credit" status? Surely, the powerful Latino community will influence our legislators and force them to make their "cuts" in areas that will not impact a segment of the community that is most disadvantaged.	Apr 12, 2013 11:16 AM
16	Like the rest of us, I'm sure, I am very anxious to find out the results of the voting on these bills.	Apr 11, 2013 6:11 PM
17	Just ashamed that our politicians feel it is appropriate to decide who can and cannot have access to an education!	Apr 11, 2013 4:12 PM
18	Changes are indeed inevitable; thus, HB 7057 seems to be the best of the two. It will bring about changes while allowing us to grow and to adapt to these changes. I also like the creation of the K-20 office.	Apr 11, 2013 3:12 PM
19	t	Apr 11, 2013 2:47 PM
20	I have no comments at this time.	Apr 11, 2013 2:02 PM
21	I have mix feelings about the two bills. I do not like the idea of open access being eliminated, especially when I can name several students who have benefitted from Financial Aid and the courses. I can also see this being a good opportunity to offer these developmental classes at a more reasonable price and not through the college. I think the courses could be done more self paced for learners who are motivated to come back and they could do it at their convenience. This is a great opportunity to reform developmental education. I am not sure what to think.	Apr 11, 2013 12:46 PM

Page 4, Q5. You have been provided information on SB 1720 and HB 7057. Please indicate any comments you have regarding the two bills.

22	I hope that the bill that passes does not close the pathway to higher education for those who sincerely wish to attend but are underprepared.	Apr 11, 2013 12:42 PM
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Page 5, Q6. Do you have any questions or comments about this initiative of the Division of College and Career Readiness?

1	no	Apr 15, 2013 4:42 PM
2	I am looking forward to attending !	Apr 15, 2013 4:35 PM
3	I am looking forward to the event! We have over 80 registrants.	Apr 15, 2013 3:49 PM
4	This is the 3rd annual presentation of this event. It is awesome!	Apr 15, 2013 2:43 PM
5	I think it is a great way to stay connected.	Apr 15, 2013 2:14 PM
6	It's a wonderful initiative for this Division and for this college. It would be nice to see this information posted in the newspaper so EDISON and this DEPARTMENT could get some positive press. With all that is going on with these Bills - it would be nice for our community to read the "actions" that we are taking on our campus to continue building and supporting the bridge between K-12 faculty in the area and Edison State College.	Apr 15, 2013 1:20 PM
7	I'll be there	Apr 15, 2013 12:08 PM
8	I hope there will be funds and quality programs available to support the educational needs of returning Veterans, retraining for the unemployed, and for first time in college students.	Apr 14, 2013 10:42 PM
9	No	Apr 14, 2013 8:27 PM
10	I was very interested in know what the other colleges were doing to meet the acceleration process.	Apr 14, 2013 12:28 PM
11	I am looking forward to taking the PERT again.	Apr 14, 2013 11:54 AM
12	None	Apr 12, 2013 2:40 PM
13	No. I've been a participant on the Steering Committee. I'm looking forward to the Conference next Sat.	Apr 12, 2013 12:25 PM
14	Looks great! I plan on attending.	Apr 12, 2013 12:22 PM
15	The College Readiness Conference is a very useful tool to bridge the gap between high school and college. It's a great idea.	Apr 12, 2013 11:23 AM
16	No as it's a way to "bridge the gap" between college faculty and district K-12 faculty in common disciplines.	Apr 11, 2013 4:15 PM
17	It looks very interesting and I am looking forward to participate.	Apr 11, 2013 3:13 PM
18	t	Apr 11, 2013 2:47 PM
19	So what happens to us?	Apr 11, 2013 2:11 PM
20	I am looking forward to the conference.	Apr 11, 2013 12:46 PM
21	I think this is an important initiative and it has my full support.	Apr 11, 2013 12:44 PM

Page 6, Q7. Please look at the SURVEY DATA for the subject area of your teaching discipline and record comments and observations you have.

1	I observed that some students were unhappy that they were asked to purchase the "bundled material" rather than just the access code. Also some commented that they did not see a gradebook. We can solve both of these issues through communication and training. It would be helpful to know which campus this occurred and with which faculty so we can plan appropriate trainings.	Apr 15, 2013 4:56 PM
2	nothing new--they like the teachers, not the work and time involved. I'm always surprised they answer the vocabulary question, yet this time someone wrote it in also.	Apr 15, 2013 4:55 PM
3	As always, Developmental and EAP faculty shine. The data demonstrates that the students are satisfied with the courses and they very much appreciate the instructors.	Apr 15, 2013 3:56 PM
4	Based on some of the comments, perhaps we should revisit the percentage of the overall grade we currently give to our Final Exams and calculators (see #9 below).	Apr 15, 2013 2:15 PM
5	Would like to see the % of students completing the survey go up - 12% is too low! Decision on the usage of the textbook should be consistent with all classes. Some instructors make it mandatory, some do not - some require homework written directly from it - some do not - these inconsistency with the usage of the textbook seems unfair to students.	Apr 15, 2013 1:36 PM
6	Need to get more students involved in survey	Apr 15, 2013 12:14 PM
7	Most seemed positive. Most seemed to like the group interaction. However, there is always room for improvement. We could highlight the positive things and make them work in a time and environment friendly way. Maybe try a "flipped" classroom.	Apr 14, 2013 11:14 PM
8	I feel that comments that specified any instructor not be shared. There are many reasons why a student may make negative comments which do not adequately reflect a professor's ability.	Apr 14, 2013 8:37 PM
9	Although most of the comments were positive, we as a Math Dept need to continue to work on those areas that received negative comments.	Apr 14, 2013 12:41 PM
10	I wish there was a way to improved the numbers of students who complete the survey. I feel that the students who are most likely to take the time to do a survey are probably the happiest or the least happy and therefore are the chronic complainers. I am hopeful that since Math reworked the My Math Lab homework the number of complaints about that component of the course will go down.	Apr 14, 2013 12:09 PM
11	Very low return.....Interesting comments	Apr 12, 2013 3:16 PM
12	It's a very small sample--only 7% of the students responded. I don't think statistically this can be used for anything since it's such a small sample. 68% and 69% of the very small sample though agreed the course helped them. I don't remember what previous surveys said, however, although I know our goal is 85%.	Apr 12, 2013 12:47 PM

Page 6, Q7. Please look at the SURVEY DATA for the subject area of your teaching discipline and record comments and observations you have.

13	Well, I find it interesting, and a bit troubling, that a mere 6% of the individuals surveyed actually offered any input. For that reason, I am not sure that the feedback provided is statistically valid, or anywhere near representative of all the students we touch. I am always wary and a bit suspicious of the validity of the information provided in any student survey. Often, the respondents with the greatest criticism of a particular teacher or program, may simply have had a difficult time in a class; therefore, they use the survey as an opportunity to even the score. All of this said, although our percentages fell a small bit, I still feel that 82.1% of survey participants agreeing or strongly agreeing with the statement that "English courses prepared them for the writing they will do in college" is quite encouraging. I wish our numbers were as high as those responding to the EAP survey, but I think that 82% or people expressing satisfaction with anything is quite good. Yes, we were down 10% from our stated goals, but this just means we have more work to do.	Apr 12, 2013 12:47 PM
14	I do think all instructor names should be kept confidential regardless if they are positive or negative. I do not feel that a 12% response rate is enough to get a full understanding of the students' perceptions.	Apr 12, 2013 11:54 AM
15	I am very encouraged by the 97% response from my EAP students. Our program seems to be meeting our students' needs.	Apr 12, 2013 11:47 AM
16	Some students believe this course is a waste of time and money. A few made a good point about our novel selections not including christian genres.	Apr 11, 2013 4:29 PM
17	The students seem to appreciate the knowledge that they have gained in the Mat 18 and 28 classes. It goes to show what a great staff of Math professors that we have.	Apr 11, 2013 3:36 PM
18	t	Apr 11, 2013 2:48 PM
19	Woo! We are doing great!	Apr 11, 2013 2:27 PM
20	I would like to reach our goals in math.	Apr 11, 2013 12:53 PM
21	I agree with many of the students: Get rid of MyLabsPlus.	Apr 11, 2013 12:50 PM

Page 6, Q8. Looking at the questions on the survey, are there any, at this time, that you would like to see added or revised?

1	On which campus did you attend this class.	Apr 15, 2013 4:56 PM
2	no	Apr 15, 2013 4:55 PM
3	No.	Apr 15, 2013 3:56 PM
4	Since Time Management was a popular comment on the students sheet, I would like to see if the students would be receptive to "required" math lab hours - similar to what they have to do for reading. If the hours are part of their grade, perhaps that would get them INTO the lab and also help them improve their time management skills. Of better yet, make a lab component part of the course structure.	Apr 15, 2013 1:36 PM
5	Ask students what kind of class they would like to have.	Apr 14, 2013 11:14 PM
6	No	Apr 14, 2013 12:41 PM
7	I wonder if there is a way to track to see which sections/professors the students completing the survey come from. If there are some professors with very low return rates, perhaps those professors can be encouraged to promote the survey more in their class.	Apr 14, 2013 12:09 PM
8	none	Apr 12, 2013 3:16 PM
9	No.	Apr 12, 2013 12:47 PM
10	I see know need for revisions at this time; the individual questions seem quite fair and representative as written.	Apr 12, 2013 12:47 PM
11	The survey questions are good, but is there any way that we can get all of our students to take a survey upon completion of a course?	Apr 12, 2013 11:47 AM
12	No, I think they are good.	Apr 11, 2013 4:29 PM
13	None	Apr 11, 2013 3:36 PM
14	t	Apr 11, 2013 2:48 PM
15	Looks fine, perhaps more.... explanation by the teachers.....	Apr 11, 2013 2:27 PM
16	none	Apr 11, 2013 12:53 PM

Page 6, Q9. Please look at the COMMON COURSE ASSESSMENT DATA for your discipline subject area. (English and Math rubric data is on the PowerPoint; Reading data is in the meeting documentation. For fall semester, there was not enough EAP data to compile. EAP data will be available for the spring semester.)

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1	In the math area we need to make sure students receive the same information about the CCA before the administration of the CCA. I am sure the score of category of "labeling" could be improved if students were aware of what we are looking for. I suggest we work on given a more specific direction of how to complete the entire process of the CCA from administering to reporting the results. (We do not have a plan to improve the "Grammar, Mechanics and Research" but would be happy to help if we can :)	Apr 15, 2013 4:56 PM
2	Looks like they understand the structure and rich text, not so much the mechanics. The difference between 0015 and 0025 is encouraging.	Apr 15, 2013 4:55 PM
3	For ENC 0015 grammar seems to be the area where students have the lowest means. For EN 0025, research remains the area where students have the lowest overall means. Faculty may want to work together to explore ways to support students in these to areas. They could also continue to be Community of Practice topics. In Reading, Collier Campus has not have significant gains on the Scantron exam for two semesters, but all other campuses have. Faculty may want to discuss the possible causes. In Math, student continue to need support in all areas (analysis, computation, labelling).	Apr 15, 2013 3:56 PM
4	In ENC, grammar, within the context of writing, is an area that needs work.	Apr 15, 2013 2:45 PM
5	For MAT0028 -- in a way, it was nice to see higher percentage rates on analysis than computation. At least we can see that students know what they have to do to get the right answer.(application). Now we have to get them to learn and compute basic math facts. (calculators??)	Apr 15, 2013 2:15 PM
6	Excelling = analysis 2.87 for MAT0018 Excelling = grammar/mechanics 2.91 for MAT0028 Weak = labeling 2.32 MAT0018 Weak = computation 2.16 MAT0028	Apr 15, 2013 1:36 PM
7	I believe the results for spring 2013 will be better because we spent time going over the rubric and preparing them for the commom course assessment.	Apr 15, 2013 12:14 PM
8	Critical reading skills need to improve in informational and fictional reading. They also need strategies for learning new concepts and vocabulary.	Apr 14, 2013 11:14 PM
9	In Math we are pretty much across the board in the areas of analysis, computation and labeling. Moving the result into the 3 category would be great!	Apr 14, 2013 12:41 PM
10	Obviously improvement is needed. It is always amazing to me how few students will label answers. This is partly due to the way the MML homework is set up but we need to emphasize it more by making it worth points on exams and/or quizzes.	Apr 14, 2013 12:09 PM
11	It appears that the MAT 0018 students are doing well. I am not sure about the MAT 0028 students since there is a problem in the data report. I am not sure if it has influenced any of the printed results.	Apr 12, 2013 3:16 PM
12	Overall a +27 gain across the campuses on an assessment that is NOT matched to the particular competencies in the material we teach and the Mastery Exam	Apr 12, 2013 12:47 PM

Page 6, Q9. Please look at the COMMON COURSE ASSESSMENT DATA for your discipline subject area. (English and Math rubric data is on the PowerPoint; Reading data is in the meeting documentation. For fall semester, there was not enough EAP data to compile. EAP data will be available for the spring semester.)

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we give at the end. All campuses have gains, but since it's not broken down by our competencies you can't pick an area of strength or weakness.

13	Good question. I just completed compiling data from my CCAs. Areas of strength, generally speaking, include Introductory and Supporting Paragraphs, as well as Organization; areas in need of strengthening included Grammar and Mechanics.	Apr 12, 2013 12:47 PM
14	Students and faculty can always focus on areas to improve	Apr 12, 2013 11:54 AM
15	I am EAP, but the responses for English is 3 and 4 to 1 positive. The comments are overwhelmingly positive with the professors being singled out as being very good.	Apr 12, 2013 11:47 AM
16	I must be blind, as I have went over that 127 document 5 times and do not find reading data???	Apr 11, 2013 4:29 PM
17	The students seem to be excelling in Analysis for 18 and Mechanics for 28. We need to focus more on Labeling for 18 and computation for 28.	Apr 11, 2013 3:36 PM
18	t	Apr 11, 2013 2:48 PM
19	I have no comments at this time.	Apr 11, 2013 2:27 PM
20	We need to improve all three areas of our common core performance.	Apr 11, 2013 12:53 PM
21	It was the same average across the board.	Apr 11, 2013 12:50 PM

Page 6, Q10. Looking at the COMMON COURSE ASSESSMENT DATA for your subject area, how will you use these data to inform improvement in the courses you teach?

1	It appears that students have a difficult time of working with percentages. Maybe we can emphasize the real world application during several class periods before administering the CCAs.	Apr 15, 2013 4:56 PM
2	give more attention to concluding paragraphs and research	Apr 15, 2013 4:55 PM
3	N/A	Apr 15, 2013 3:56 PM
4	I will look into different ways to encourage students to apply learned grammar skills to their writing.	Apr 15, 2013 2:45 PM
5	Students in MAT0028 are always trying to find "shortcuts" to take - so it makes sense that their computational score is low. I require my students to show me all the work in order for their tests/quizzes to be graded - they must show me the steps they took to get to their answer - it has to be neat, organized and -followable - in other words, they can't just scribble stuff on the sides - but they have to show each step with each calculation and how one relates to the other. They don't like doing this - and many still take the shortcuts - but no work shown = no credit given.	Apr 15, 2013 1:36 PM
6	Looking at their strengths, I could use that to develop assignments that peak their interest.	Apr 14, 2013 11:14 PM
7	I do not feel that the CCA is reflective of what is covered in the course. It only assesses a few topics rather than a wide spectrum of topics.	Apr 14, 2013 8:37 PM
8	Computation, computation, computation.	Apr 14, 2013 12:41 PM
9	I knew after giving the MAT 0028 CCA last semester that I needed to stress its importance more so that students would take it more seriously. It is now a separate graded quiz and labeling the units is worth points.	Apr 14, 2013 12:09 PM
10	I will try to point out to my students the use of labeling and the importance of it .	Apr 12, 2013 3:16 PM
11	I use it for confidence building for the students. I give them the print out on the pretest and we discuss strengths and weaknesses. I give them that again when they take the posttest so they can compare their growth.	Apr 12, 2013 12:47 PM
12	I know that next fall (that is, if I am still around next fall), I will be doing much, much more modeling of the entire writing process with my students from beginning to end. I think they learn most when I am actually working at the board with them, thinking through the process with them, struggling over sentence development and word choice with them, etc. It's all about process, and I think it's great for them to see someone who genuinely values and loves writing at work on individual sentences and paragraphs.	Apr 12, 2013 12:47 PM
13	Emphasis the importance of showing all work	Apr 12, 2013 11:54 AM
14	The EAP students seem to want more day classes, but day classes are not well supported here in Collier.	Apr 12, 2013 11:47 AM
15	Our common course assessment is a pre/post test for Reading and some of the areas overlap giving me an idea of where students are and how far we have	Apr 11, 2013 4:29 PM

Page 6, Q10. Looking at the COMMON COURSE ASSESSMENT DATA for your subject area, how will you use these data to inform improvement in the courses you teach?

come through the semester as well as what areas I might need to focus more on.

16	I will stress on labeling more in 18 and computation in 28.	Apr 11, 2013 3:36 PM
17	t	Apr 11, 2013 2:48 PM
18	I have no comments at this time.	Apr 11, 2013 2:27 PM
19	In MAT0028 I need to improve scores by teaching Chapter 6-10 percent better.	Apr 11, 2013 12:53 PM
20	I am uncertain the CCA are really useful to our course. I don't see how this data is useful. I give worksheets, (used to) by hand homework, and in class quizzes and from how each class performs on these assessments I change the gearing of the course. I treat each class as individuals.	Apr 11, 2013 12:50 PM

Page 6, Q11. Lee Faculty Only: Please look at the LAB SURVEY DATA, and make any comments and suggestions you may have based the the responses from students.

1	I would be cuirous to find out if the feedback is campus related, since some the the comments are contradicting each other.	Apr 15, 2013 4:56 PM
2	The instructional assistants need a raise.	Apr 15, 2013 4:55 PM
3	The students continue to be satisfied with the services.	Apr 15, 2013 3:56 PM
4	LAB is a great resource and a necessary component to our dept.	Apr 15, 2013 2:15 PM
5	A few of the lab instructors need to be given some additional training in "how" to work with students and demonstrate multiple ways of doing a problem - not just the way that the lab instructor prefers - but perhaps the other ways that the instructor has shown in class as well.	Apr 15, 2013 1:36 PM
6	I would say most that used the lab seemed positive. There were a couple of negatives, but some will never be happy or admit they need help.	Apr 14, 2013 11:14 PM
7	The comments are very positive. It would be great if more students would use the lab especially during the evening hours.	Apr 14, 2013 12:41 PM
8	I was pleased overall with the responses but I do wish there was a way to have the math lab staff circulate more. Since they don't want students to sit at the desk and never leave (which is totally reasonable) perhaps they should get up and move to students who raise their hands for help. I have heard that is what occurs in the Math lab in the Q building.	Apr 14, 2013 12:09 PM
9	Generally look very positive.	Apr 12, 2013 3:16 PM
10	I do not believe I encourage my students enough on the importance of our lab.	Apr 11, 2013 4:29 PM
11	Students would like longer hours from the lab on Saturdays.	Apr 11, 2013 3:36 PM
12	t	Apr 11, 2013 2:48 PM
13	Perhaps... lab personnel need to have more prep for EAP students.	Apr 11, 2013 2:27 PM
14	I am thinking of making a class visit in addition to the one we use for intoduction.	Apr 11, 2013 12:53 PM

Page 6, Q12. Please look at the two documents - three pages - of DATA from the FLORIDA COLLEGE SYSTEM.

Is there anything of particular interest to you that you may use to drive your course and instruction planning?

1	I observed that the "older population " in MAT0018 is not doing as well as the "younger population". At some point in time I know there was a group of "mature students" that met regularly in the Q building and wonder if this group could be helpful to these students.	Apr 15, 2013 4:56 PM
2	engaging the older students perhaps	Apr 15, 2013 4:55 PM
3	N/A	Apr 15, 2013 3:56 PM
4	no comment	Apr 15, 2013 1:36 PM
5	Many of our students are over 25. Therefore, readings and problem-solving activities should be designed for mature audiences that are for real life experiences. In addition, the way the classes are planned, should be flexible enough to meet the needs of todays working students.	Apr 14, 2013 11:14 PM
6	I look at the final exam question analysis to see if there are topics that could be covered better.	Apr 14, 2013 8:37 PM
7	Since lower level math seems to be the weaker of the two, my plan is to seek many more remedial type activiites for my students to explore especially in the area of fractions and decimals.	Apr 14, 2013 12:41 PM
8	It is no surprise that students who come in better prepared are more successful. I do think we need to find some alternatives to the delivery for MAT 0018, and I plan to spend time this summer thinking about ways to do that. I just hope the legislature gives us the chance.	Apr 14, 2013 12:09 PM
9	We need to do more with the lower level math students to help hem persist and succeed.	Apr 12, 2013 3:16 PM
10	Reading is a skill. The less you do it, the weaker your skill becomes. Especially for more complex text. Their data says students less than 20 years old performed best in completing Dev Reading. They are more recently out of high school. When you're 25 or 30 or 35 and haven't kept up with reading a lot other than a magazine here or there, your skills are weak and it takes a lot more to get you back up to reading complex text with understanding. Too many people do not spend any real length of time reading. They don't have the stamina to read chapter after chapter of complex text. If you don't "like" reading, you are certainly less likely to complete college work.	Apr 12, 2013 12:47 PM
11	No.	Apr 12, 2013 12:47 PM
12	Writing seems to be an area that needs attention and our classes need to address this.	Apr 12, 2013 11:47 AM
13	That we must be doing something right, if the majority of the students are completing the developmental courses.	Apr 11, 2013 4:29 PM
14	If you can peek a student's interests then he/she will do a lot more for you.	Apr 11, 2013 3:36 PM
15	t	Apr 11, 2013 2:48 PM

Page 6, Q12. Please look at the two documents - three pages - of DATA from the FLORIDA COLLEGE SYSTEM.

Is there anything of particular interest to you that you may use to drive your course and instruction planning?

16	I am trying to find a cocurricular approach. I am working to find higher level thinking skills.	Apr 11, 2013 12:53 PM
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Page 7, Q13. In the space below, please write any questions or comments you have following this week's visit from the SACS COC team.

1	No questions.	Apr 15, 2013 4:56 PM
2	nada	Apr 15, 2013 4:55 PM
3	Overall the visit was positive. The reviewers seemed please with the College's progress towards compliance in the seven areas of recommendations.	Apr 15, 2013 3:57 PM
4	I worked on 3.5.3 and contributed to 2.8. I also had the opportunity to meet with a member of the team. He was positive and seemed impressed with the hard work that went into this.	Apr 15, 2013 2:46 PM
5	Dr. Allbritten stated he was "cautiously optimistic" - I hope that the college will continue to support the changes and improvements even after the accreditation issues and probation issues are resolved and not just think of this as a "bandaid" for the time being. There are still a lot of work to do in all areas of the institution to develop a true "transparent" and "communication-shared" campus.	Apr 15, 2013 1:39 PM
6	I'm glad that all areas were approved.	Apr 15, 2013 12:15 PM
7	None	Apr 14, 2013 8:38 PM
8	We may just be given the green light. Cautiously optimistic!	Apr 14, 2013 12:42 PM
9	If there are substantial changes due to changes as a result of HB 7057 and SB 1720, will full-time college prep faculty lose their jobs? An increase in full-time faculty was part of the response to SACS, so I wonder what impact there will be.	Apr 14, 2013 12:11 PM
10	none	Apr 12, 2013 3:16 PM
11	No questions. It appears corrections have been made. Now the college needs to stay on top of things with proper leadership and not get in this situation again.	Apr 12, 2013 12:48 PM
12	None.	Apr 12, 2013 12:48 PM
13	I am pleased and encouraged by our progress.	Apr 12, 2013 11:48 AM
14	Excited that it looks like there are no areas of non-compliance...if I understood it correctly.	Apr 11, 2013 4:31 PM
15	t	Apr 11, 2013 2:48 PM
16	I have no questions at this time.	Apr 11, 2013 2:27 PM
17	None	Apr 11, 2013 12:53 PM

Page 8, Q14. Look at the data sheet of FACULTY SUCCESS SKILLS WORKSHOP COMPLETION. Indicate any comments or suggestions below. If you have completed any of the workshops, please comment on how you have applied any of what you have learned.

1	I only saw data on 3 out of the 10 modules, how do I view the results of the remaining modules?	Apr 15, 2013 4:58 PM
2	NA	Apr 15, 2013 4:55 PM
3	Congratulations to all faculty who have completed the success skills workshops. Thanks to all for supporting the QEP. Please check the TLC site for upcoming training opportunities.	Apr 15, 2013 4:01 PM
4	The Cornerstone Modules are wonderful workshops that are applicable to anyone who wants to improve his or her teaching and learning skills.	Apr 15, 2013 2:47 PM
5	Having completed all of the workshops, finding out about the actual Cornerstone class, (assignments and grading) was most beneficial. Interesting to see the increased "connection" to our college, the Cornerstone students have!	Apr 15, 2013 2:16 PM
6	The Cornerstone class is gaining momentum - for both the students and the faculty. It will ultimately become an integral part of this campus for all disciplines and hopefully for the faculty as well. We are still taking "baby steps" - but the progress can already be seen - the marketing of this course for both students and faculty needs to be increased/improved.	Apr 15, 2013 1:41 PM
7	Great workshops. I'm still missing one on Discipline.	Apr 15, 2013 12:16 PM
8	I'm excited to have completed the Cornerstone courses, and can't wait to teach it!	Apr 15, 2013 9:05 AM
9	I am trying to incorporate exercises that give more immediate feedback on what has been taught. I try to give students more than one way to give feedback on what they have learned. Some are very creative.	Apr 14, 2013 11:19 PM
10	I have completed all but one of the courses. One way QEP has helped me is to make me more aware of the services available to the students and where to direct them.	Apr 14, 2013 8:41 PM
11	WOW! So many completion. I especially liked the "Way I Learn" and "Scaffolding" components. Use both in all classes and with one on one tutoring.	Apr 14, 2013 12:48 PM
12	I have always been very aware of different learning styles, so Dr. G's (and Professor Vache's) presentations only reinforced what I have known for some time. I think that there are some sessions that we should perhaps be encouraged to 'refresh' on particularly the one that deals with services available to FTIC students; with so many administrative changes there are surely changes that have occurred since I went to that workshop.	Apr 14, 2013 12:14 PM
13	When teaching developmental math students it is important to infuse FYE theory into the classroom.	Apr 12, 2013 3:18 PM
14	If have (and will continue to) applied much of the skills in my Developmental classes. I've completed 6 of the 10 modules to teach QEP and intend to finish the other 4 this summer so I am qualified to teach Cornerstone. (I taught an SLS course as an adjunct.)	Apr 12, 2013 12:53 PM

Page 8, Q14. Look at the data sheet of FACULTY SUCCESS SKILLS WORKSHOP COMPLETION. Indicate any comments or suggestions below. If you have completed any of the workshops, please comment on how you have applied any of what you have learned.

15	Thusfar, I have completed five of the workshops; I am planning on completing the rest of the workshops next fall/winter.	Apr 12, 2013 12:50 PM
16	Completing the workshops has enlightened my own knowledge of services offered on campus. I do feel as the campus changes revisisting the modules and tweeking the modules would be beneficial. If there are avaiable online, I think i would revisit them much more often. I do think the instructors wanting to teach the course - need some training on content delivery, how to have successful group work, how to distect the results of the tests the students take, how to help them understand career choices. I just am not sure the modules do contain enough support. I have taught the course, I got great SR II feedback - but I always feel I can do better.	Apr 12, 2013 11:58 AM
17	We are dedicated to completing this training, and I for one will complete it in the near future.	Apr 12, 2013 11:49 AM
18	I understand this is important to the college, but I feel furthering my education is also just as important. It seems that the implication is that if we do not have this we are in some way not supporting or meeting the college's (department's) or expectation (slacking on our professional responsibilities). I believe what I am working on will benefit my students more so than completion of the cornerstone class.	Apr 11, 2013 4:35 PM
19	The workshops have been very helpful and instrumental in my transition. I was able to obtain a better understanding of the morning population.	Apr 11, 2013 3:39 PM
20	t	Apr 11, 2013 2:48 PM
21	They were nice workshops.	Apr 11, 2013 2:28 PM
22	none	Apr 11, 2013 12:53 PM
23	I always have the ideas of how students learn differently in the back of my mind when I teach. I think this has made me a better teacher.	Apr 11, 2013 12:51 PM

Page 9, Q15. Do you have any comments or suggestions regarding the Department of Developmental Studies written policies?

1	Thank you for compiling the data for the math department. Overall the information is correct, but we do need to change "electron devices" to "electronic devices"	Apr 15, 2013 4:59 PM
2	We did well.	Apr 15, 2013 4:55 PM
3	Thanks to all for this collaborative effort.	Apr 15, 2013 4:02 PM
4	Gratitude to everyone who worked so hard to write these	Apr 15, 2013 2:47 PM
5	No	Apr 15, 2013 2:16 PM
6	Glad to see consistency is starting to take place and that all faculty had an opportunity to participate in this important policy and standards compilation. Buy in is crucial if we are to support these policies, the standards and each other.	Apr 15, 2013 1:43 PM
7	Not a the moment	Apr 14, 2013 11:19 PM
8	No	Apr 14, 2013 8:41 PM
9	Our department exemplifies what collaboration, cooperation and civility are all about. I am so thankful to be part of the team.	Apr 14, 2013 12:48 PM
10	I think the Math people need to revisit some policies, especially if there are big changes made due to changes in Florida law. I think we need to revisit calculator use; the use of the Pearson My Math Lab, and the percentage our final is weighted. I feel even more strongly about these things after attending the Connections Conference.	Apr 14, 2013 12:16 PM
11	none	Apr 12, 2013 3:18 PM
12	No.	Apr 12, 2013 12:53 PM
13	Great, great department! I love--absolutely love--working here, and I feel that all information regarding policies and procedures is always presented in a prompt and professional manner.	Apr 12, 2013 12:53 PM
14	I think the policies we have in place are fine. I guess we just have to wait and see about the legislation and then go from there.	Apr 12, 2013 12:01 PM
15	They are well written by skilled professionals. Thank you.	Apr 12, 2013 11:50 AM
16	Readings look good!	Apr 11, 2013 4:36 PM
17	n/a	Apr 11, 2013 3:39 PM
18	t	Apr 11, 2013 2:48 PM
19	It looks great.	Apr 11, 2013 2:29 PM
20	none	Apr 11, 2013 12:54 PM

Page 10, Q16. Do you have anything that you would like to discuss about this year's ceremony or about the change in format of graduation?

1	If some one needs a cap and gown (masters) I have one that I am not using. Let Caroline know and I will give it to her if someone needs one .	Apr 15, 2013 5:00 PM
2	No	Apr 15, 2013 4:56 PM
3	I look forward to the event.	Apr 15, 2013 4:02 PM
4	Faculty who do not own regalia should look into purchasing it -- it is expensive to rent!	Apr 15, 2013 2:48 PM
5	I think that those graduating at the end of a Fall semester, will be less likely to attend graduation in the Spring. Will faculty be required to wear a cap and gown, now that it is an expense for us? I personally, own a cap and gown, but for those that do not...????	Apr 15, 2013 2:16 PM
6	no comment I plan to attend the graduation ceremony.	Apr 15, 2013 1:43 PM
7	Yes. Paying for the regalia is a difficult. I am not fond of arenas...but I can live with it.	Apr 14, 2013 11:21 PM
8	I will miss our smaller more intimate graduation at Collier.	Apr 14, 2013 8:42 PM
9	I attended in the Fall.	Apr 14, 2013 12:49 PM
10	No	Apr 14, 2013 12:17 PM
11	none	Apr 12, 2013 3:19 PM
12	No.	Apr 12, 2013 12:54 PM
13	I'll be there.	Apr 12, 2013 12:53 PM
14	I think the process will be very long and I do not think it is in the best interest of the students. On the day of the graduation this year, there is a breakfast to be held for the graduates at 10AM. For the students to drive to Estero and then come home and then drive back for commencement is expensive and not possible for many of our students. I would rather see smaller more indimate graduations closer to the homes and campuses of our students so that they can participate in the festivities. When I went to college - every school had their own commencement. I would rather see the students have the opputunity to see the professors that have helped thme along the way and the opportunity to talk and engage with their families after the ceremony. A commencement college-wide does not provide for the interaction that I would really like to see. Graduation is so special. as a fromer high school teacher - I did enjoy getting the opportunity to meet my students parents and see how proud they are. I would like this opportunity with my college students - to met their families and see the role models they have become for their children.	Apr 12, 2013 12:06 PM
15	I am looking forward to the ceremony.	Apr 12, 2013 11:50 AM
16	No, just that my son graduates & would I get in trouble for coming out on stage when he comes across???	Apr 11, 2013 4:37 PM

Page 10, Q16. Do you have anything that you would like to discuss about this year's ceremony or about the change in format of graduation?

17	n/a	Apr 11, 2013 3:39 PM
18	t	Apr 11, 2013 2:48 PM
19	I have no comments at this time.	Apr 11, 2013 2:30 PM
20	none	Apr 11, 2013 12:54 PM

Page 11, Q17. If you have anything else to add, please do so below.

1	Math instructors: After looking over the course policy document, I realized that we wrote to give the bypass opportunity during the drop/add period of the semester, so we will have to offer it Monday May6th. (maybe in the afternoon) Please e-mail Sabine if you are interested in helping with this process on the Lee campus.If you are willing to give the bypass on another campus let Sabine know as well.	Apr 15, 2013 5:08 PM
2	When referring to students, white seems weird	Apr 15, 2013 4:59 PM
3	The positive preliminary report from the SACSCOC onsite team is reflective of the work of the college's faculty and staff. The Department of Developmental Studies continues to shine in the areas of instruction and assessment.	Apr 15, 2013 4:05 PM
4	The format and paperwork for this meeting took an incredibly amount of time and work. It was thorough, easy to understand, easy to follow directions, and flexible for participation and due date. Talk about putting technology into action - this was GREAT! THANK YOU DR. SEEFCHAK for all your time and energy in putting this together. Your efforts are appreciated!	Apr 15, 2013 1:49 PM
5	No.	Apr 12, 2013 12:57 PM
6	I like being able to express my feelings openly in this type of format and give me the time to reflect on how I want to express my thoughts.	Apr 12, 2013 12:07 PM
7	n/a	Apr 11, 2013 3:40 PM

Page 11, Q19. Is there anything else that you would like to say pertaining to the meeting format?

1	Let's have more in this format.	Apr 15, 2013 4:59 PM
2	Thanks to Dr. Seefchak for compiling all relevant information and designing a survey that allowed for input and reflection.	Apr 15, 2013 4:05 PM
3	It is more beneficial to meet together, as a department; however, we were unable to get everyone together for this meeting. There was a plethora of information that needed to be disseminated, so this was a way to do it.	Apr 15, 2013 2:50 PM
4	This format enable us to receive an abundance of material and information in a shorter amount of time, but of course, does not allow immediate interaction and conversation, which I think is important at times.	Apr 15, 2013 2:16 PM
5	I would like to believe that everyone is required to complete this meeting survey - because with this format - it truly removes the excuse of not being able to attend the meeting or provide comment.	Apr 15, 2013 1:49 PM
6	It was convenient, but lacked interaction with others.	Apr 14, 2013 11:23 PM
7	I realize that the importance of our meetings is what matters. However, the amount of time I actually spent in reading over all the documents was considerably more than the real time meetings. I missed the face to face, warm fuzzies.	Apr 14, 2013 12:53 PM
8	There was a lot of information presented. I appreciate Dr. Seefchak's hard work to put this information together. While it might have seemed like a pain at the time I was reading this, having the opportunity to respond to detailed questions was very positive.	Apr 14, 2013 12:19 PM
9	I think this format would be OK to use a couple of times a year. I do think it's important for us to actually meet each other though, so I think that needs to keep happening at the beginning of the year particularly. I think some meetings can also be done via polycom so we can talk together without other campuses having to drive to Lee.	Apr 12, 2013 1:03 PM
10	Actually, a great idea. I missed seeing my friends on the Lee campus, but I was able to complete this survey during Friday morning office hours, visit with some students, and get some additional paperwork done. Would welcome this format again in the future.	Apr 12, 2013 12:57 PM
11	This was an excellent way to present this information.	Apr 12, 2013 11:51 AM
12	I have no comments at this time.	Apr 11, 2013 2:31 PM
13	none	Apr 11, 2013 12:55 PM
14	I think this was very nice. I definitely felt more open to share my opinion now that I am hiding behind the monitor of my computer.	Apr 11, 2013 12:53 PM

Page 11, Q20. Is there anything else that you would like to add to this meeting? This is the final question of the survey.

1	no	Apr 15, 2013 4:59 PM
2	Thanks to all for your participation.	Apr 15, 2013 4:05 PM
3	Thank you for all the information provided on the legislative bills, the survey results and the upcoming conference. "Knowledge is Power" - so we all have been "empowered!"	Apr 15, 2013 1:49 PM
4	No.	Apr 14, 2013 11:23 PM
5	No	Apr 14, 2013 12:53 PM
6	Great format. Thanks again!	Apr 12, 2013 12:57 PM
7	Good job.	Apr 12, 2013 11:51 AM
8	none	Apr 11, 2013 12:55 PM



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

AGENDA

Department Meeting
Friday, April 12, 2013
Online Format

I. Welcome

Successes and Accomplishments

II. Legislation

SB 1720

HB 7057

III. College Readiness Conference

IV. Data

Student Survey Data

Developmental English

Developmental Mathematics

Developmental Reading

EAP

Common Course Assessment Data

Lee Lab Student Survey

Florida College System Data

V. SACS COC

VI. QEP Update

Faculty Success Strategies Workshop Completion Data

VII. Department Policies

VIII. Graduation

IX. Anything Else

Responses: Please access

<http://www.surveymonkey.com/s/DepartmentMeetingApril12>

Division of College and Career Readiness
Department of
Developmental Studies



EDISON STATE
COLLEGE

District Department Meeting

April 12, 2013

Special Technology-Interface Meeting

Welcome

Today's "meeting" attempts to do what meetings do -- provide information and solicit feedback.

This independent format is being used because many members of the department are off campus this week and cannot attend an in-person meeting.



AGENDA

Department Meeting

Friday, April 12, 2013

Online Format

I. Welcome

Successes and Accomplishments

II. Legislation

SB 1720

HB 7057

III. College Readiness Conference

IV. Data

Student Survey Data

Developmental English

Developmental Mathematics

Developmental Reading

EAP

Common Course Assessment Data

Lee Lab Student Survey

V. SACS COC

VI. QEP Update

Faculty Success Strategies Workshop Completion Data

VII. Reorganization

VIII. Graduation

IX. Anything Else

Welcome

For this meeting, you will need:

- This PowerPoint Presentation
- Access to the handouts included in your email
- Access to the SurveyMonkey site where you will give feedback.



What to do

After you finish viewing the slides and reviewing the material attached to the email you were sent, please go online and access the SurveyMonkey site for this meeting.

<http://www.surveymonkey.com/s/DepartmentMeetingApril12>

The survey will remain open until the end of the day on Monday, April 15. Later in the week, department members will be sent meeting minutes which will consist of the feedback gleaned from the survey site.



Successes and Accomplishments

This is an important part of our meeting, during which we share positive things.

On the SurveyMonkey site, you will have an opportunity to share your successes and accomplishments.

When the meeting minutes are distributed, you will be able to read what everyone has submitted.



State Legislation

Two higher education reform bills, [HB 7057](#) and [SB 1720](#), portend some significant changes regarding the delivery of developmental education at Florida colleges. Not all the changes are bad such as being able to choose from multiple assessment instruments instead of just the PERT. The bills also would allow for flexibility in how college prep instruction is delivered in other ways besides stand-alone courses.

State Legislation – SB 1720

The Senate bill, SB 1720, eliminates the ability of colleges to charge tuition and fees for stand-alone prep courses. It believes it will reduce student costs by not having them pay for courses that ultimately do not get applied toward their degree. It also promotes tutorial, co-requisite and other optional approaches to helping students.

SB 1720 redefines college preparatory instruction from that which is needed to help students successfully enroll in college-level courses such as ENC 1101, to that which is needed to help students succeed IN college-level instruction. It would also refer students who are skills deficient to adult education courses offered either at the college or through the school district.

State Legislation

The Senate bill currently strikes at the very core of the Florida College System “open access” model and would impose a “sink or swim” mentality, de-emphasizing college success.

It also potentially adversely impacts Latino and African-American students, and all students receiving financial aid. Certain legislators simply believe that maybe not all persons are suited to go to college. However, with a historical enrollment of largely returning students (young adults who have been out of school about 5 years), the proposed changes can have a major adverse impact

State Legislation – HB 7057

HB 7057 is the less egregious of the proposals. It includes “Postsecondary Education; Establishes Office of K-20 Articulation in DOE; creates preeminent state research universities program; establishes academic & research standards for university to be designated preeminent state research university; provides for preeminent state research university to establish institute for online learning; provides for BOG oversight enforcement authority; revises provisions relating to adult education programs, career education programs, college readiness, & tuition, fees, & funding; provides for performance funding for postsecondary institutions based on accountability.” (www.flsenate.gov)

State Legislation Recent Updates

- On Wednesday, April 10, the Senate voted to pass SB 1720. It has one more reading in the Senate before it goes to the House.
- Also, on Wednesday, the Senate made many cuts to the Bill, eliminating many items, such as the \$10,000. college degree. These items have been moved to other Bills, leaving SB 1720 with less strength.
- SB 1720 is a “Companion Bill” to HB 7057. It is a hope that more of the language from HB 7057 can be used in what is eventually accepted.
- Matt Holliday, Edison’s Legislative Liaison, has been keeping us informed.
- A number of things may still happen:
 - Both Bills may die on the floor. This is not likely, but it is possible.
 - HB 7057 would be the stronger of the two and may pass with changes.
 - SB 1720, with its egregious changes to open access education, may pass and could be vetoed by the Governor. This postulation comes from the knowledge that he wants to be reelected and does not want to look like he is down on minorities.

State Legislation – Interesting Statistics

- Recent high school graduates were least likely to need Developmental Education. During 2011-12, 14% of students enrolled in Developmental Education were Less than 20 years of age. (21,371/152,389).
- Nearly 4 out of 10 students taking Developmental Education were 25 years of age and over. (37.8 percent, 57,648/152,389).
- Nearly one-half of all students enrolled in Developmental Education were between 20 and 24 years of age. (48.1 percent, 73,301/152,389).
- Recent high school graduates were the only age group to show decreases in the need for Developmental Education both short term (-5.4 percent compared to last year) and longer term (-9.9 percent over 5 years).
- 2 out of 3 students enrolled in Developmental Education received financial aid. (65.0 percent, 99,079/152,389).
- Nearly one-half of all African American students participated in Developmental Education. (47.7 percent, 44,965/94,233).
- 3 out of 4 African American students in Developmental Education received financial aid. (76.9 percent, 34,561/44,965).
- African American students are over-represented in Developmental Education. (29.5 percent Developmental Education & 18.0 percent lower division credit).
- 1 out of 3 White students participated in Developmental Education. (34.8 percent 53,051/235,954).
- 55 percent of White students in Developmental Education received financial aid. (29,363/53,051).
- 1 out of 4 Latino students are enrolled in Developmental Education. (25.9 percent, 39,477/132,159).
- Two-thirds of Latino students in Developmental Education received financial aid. (66.7 percent, 26,349/39,477).

State Legislation: What is next?

- Stay informed.
- Keep thinking of creative ways to offer instruction to underprepared students.
- Know that there will be change, and that change can be good.
- Urge legislators to remove anything in proposed legislation that threatens open access and education freedom.

State Legislation: What is next?

- Visit the websites of the Florida Senate and the Florida House to ascertain the names of your representatives, and join the discussion.
- Matt Holliday, our legislative liaison, recommends that we favor HB 7057, rather than just opposing SB 1720.
- Keep messages short and positive.
- Use personal email addresses.

State Legislation: What is next?

Know that while it is important to answer questions and address concerns voiced by students on this topic, please be aware that **predictions and speculations, at this time, can create unnecessary confusion and worry.**

Answer questions honestly, but since we do not know what the final decisions will be, it does no good to alarm students.

College Readiness Conference
Saturday, April 20, 2013
8:00 a.m. U 102



College Readiness Conference

This conference aligns with Edison State College's strategic priority, to bridge the gap between ESC faculty and district K-12 faculty in common disciplines. The steering committee for the conference has been meeting to make the preliminary plans, and we invite all to participate in this important and exciting day. The draft agenda was included in your email.

Data

Please refer to the data PDF files that were attached to your meeting email.

The following slides are summarizations of each.



Data – Developmental Writing

English (Writing) Surveys-Following the fall 2012 semester, students who had been enrolled in ENC 0015 and 0025 were sent a satisfaction survey. The survey was completed by 6% of the students. 82.1% of the survey completers “agreed” or “strongly agreed” that the English courses prepared them for the writing reading they will do in college. 75% of the students “agreed” or “strongly agreed” that they had improved in essay writing as a result of the course. The response on these items fall 2.9% and 10% short of the stated goal (see attached survey results).

Data – Developmental Math

Math Surveys-Following the fall 2012 semester, students who had been enrolled in MAT 0018 and 0028 were sent a satisfaction survey. The survey was completed by 12% of the students. 73.4% of the survey completers “agreed” or “strongly agreed” that what they learned in the Math courses will make them more successful in future courses. 76.8% “agreed” or “strongly agreed” taking the Math course prepared them for the next math course they would take. The response on these items fall 11.6% and 8.2% short of the stated goal (see attached survey results).

Data – Developmental Reading

Reading Surveys-Following the fall 2012 semester, students who had been enrolled in REA 0007 or 00017 were sent a satisfaction survey. The survey was completed by 7% of the students. 68.6% of the survey completers “agreed” or “strongly agreed” that the reading courses prepared them for the textbook reading they will do in college. 69.2% of the survey completers “agreed” or “strongly agreed” that they had improved in reading college textbooks. The response on these items fall 16.4% and 15.8% short of the stated goal (see attached survey results).

Data – EAP

EAP Survey: In fall 2012, ninety-seven students enrolled in EAP responded to the survey. 91.4% of survey respondents agreed or strongly agreed that the EAP courses were helping them improve their academic English, exceeding the stated goal by 1.4%. 90.3% of respondents agreed or strongly agreed that the EAP courses were preparing them for College level courses, exceeding the stated goal by .3%.

Data – Common Course Assessment

Scores are reported on each criterion as overall means on a 4-point scale.

ENC 0015 Fall 2012		C1: Main Idea/ Topic Sentence	C2: Organization	C3: Detail Sentences	C4: Grammar	C5: Mechanics/ Spelling	C6: Concluding Sentence
	Overall Means-ENC 0015	2.97	2.80	2.69	2.32	2.37	2.58

ENC 0025 Fall 2012		C1: Introductory Paragraph	C2: Supporting Paragraph	C3: Organization	C4: Concluding Paragraph	C5: Grammar	C6: Mechanics	C7: Research
	Overall Means-ENC 0025	3.08	3.10	3.15	2.91	2.91	2.91	2.72

Data – Common Course Assessment

Scores are reported on each criterion as overall means on a 4-point scale.

MAT 0018 Fall 2012		C1: Analysis	C2: Computation	C3: Labeling
	Overall Means-MAT 0018	2.87	2.69	2.32

MAY 0028 Fall 2012		C1: Analysis	C2: Computation	C3: Labeling	C5: Grammar	C6: Mechanics	C7: Research
	Overall Means-MAT 0028	2.39	2.16	2.75	2.91	2.91	2.72

QEP Update



The backbone of our College's QEP (Quality Enhancement Plan) is the Cornerstone class, SLS 1515. Credentialing for faculty teaching this First Year Experience Course involves completion of Cornerstone Module classes as faculty professional development. One goal of the QEP is to have faculty complete module classes to become more enriched and knowledgeable in the needs and pedagogy of working with first year students.

Please look at the Data sheet showing Faculty Completion of Studies Strategies Workshops and comment in the online survey. There is a place on the survey for you to comment.

Departmental Policies

- Individual disciplines worked to document the rules and regulations we have established for assessments and for course completion.
- Copies are attached.
- Changes in Legislation may dictate changes to our policies.
- Thank you for all your work on these!



Graduation

This is a reminder that Edison State College will hold its Commencement Ceremony on Friday, May 3, 2013, at 6:30 p.m., at Germain Arena.



Anything Else

If anyone has anything else to add, please use the space on the Meeting Survey. When the responses are completed, they will be shared, and everyone will see anything added.



To Finish This Meeting

Please log on to the SurveyMonkey.

<http://www.surveymonkey.com/s/DepartmentMeetingApril12>

(The link is available in your email.)

At the SurveyMonkey site, you will have the opportunity to participate in this meeting by offering comments, suggestions, and opinions.

Look for the SurveyMonkey information to be sent to all participants next week.





EDISON STATE
COLLEGE

Thank you!



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

AGENDA

Department Meeting
Friday, April 12, 2013
Online Format

I. Welcome

Successes and Accomplishments

II. Legislation

SB 1720

HB 7057

III. College Readiness Conference

IV. Data

Student Survey Data

Developmental English

Developmental Mathematics

Developmental Reading

EAP

Common Course Assessment Data

Lee Lab Student Survey

Florida College System Data

V. SACS COC

VI. QEP Update

Faculty Success Strategies Workshop Completion Data

VII. Department Policies

VIII. Graduation

IX. Anything Else

Responses: Please access

<http://www.surveymonkey.com/s/DepartmentMeetingApril12>

Third Annual
Edison State College




Saturday, April 20, 2013, U-102, Lee Campus




AGENDA

- | | |
|---------------------------------|--|
| 8:00 a.m. to 8:30 a.m. | Continental Breakfast |
| 8:30 a.m. to 9:30 a.m. | Welcome and Conference Overview
Eileen DeLuca, Ph.D. , Dean, College and Career Readiness,
Edison State College |
| 9:30 a.m. to 10:30 a.m. | P.E.R.T. Preparation and Practice Item Review
<i>Follow-up Conversation Groups</i> |
| 10:30 a.m. to 11:00 a.m. | P.E.R.T. Data Presentation
Eileen DeLuca, Ph.D. , Dean, College and Career Readiness,
Edison State College |
| 11:00 a.m. to 12:00 noon | CCSS and PARCC Overview
<i>Implementing the Common Core Standards: Informing Student
Transitions to Higher Education</i>
Cassandra Brown , Coordinator of Post-Secondary Readiness,
Division of Florida Colleges |
| 12:00 noon to 12:30 p.m. | Lunch |
| 12:30 p.m. to 2:00 p.m. | CCSS and PARCC Work Session
<i>Facilitators:</i>
Caroline Seefchak, Ph.D. , Chair, Developmental Studies,
Edison State College
Anne Angstrom, Ph.D. , Faculty, School of Education,
Edison State College
Don Ransford , Faculty, Mathematics Department, Edison State
College
Jennifer Edwards , Master Teacher, Lee County School District
<i>Break-out group: Mathematics</i>
<i>Break-out group: English and Reading</i> |
| 2:00 p.m. to 3:00 p.m. | CCSS and PARCC Work Session Report |
| 3:00 p.m. to 3:30 p.m. | Closing and Opportunities for Continued Collaboration
<i>Core to College Visitation</i> |





1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		100.0%	30
I do not agree to participate.		0.0%	0
		answered question	30
		skipped question	0



2. Please indicate the English course you enrolled in this semester.

		Response Percent	Response Count
ENC 0015 - Developmental Writing I		31.0%	9
ENC 0025 - Developmental Writing II		55.2%	16
ENC 0015 and ENC 0025 in Mini Terms A and B		13.8%	4
I did not have an English class this semester.		0.0%	0
		answered question	29
		skipped question	1






3. My English was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		6.9%	2
Two		65.5%	19
Three		6.9%	2
Four		20.7%	6
answered question			29
skipped question			1



4. Please indicate your gender.

		Response Percent	Response Count
Male		34.5%	10
Female		65.5%	19
answered question			29
skipped question			1

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		51.7%	15
21 to 29		20.7%	6
30 to 39		17.2%	5
40 to 49		6.9%	2
50 and over		3.4%	1
answered question			29
skipped question			1

6. Was this your first year in college?

		Response Percent	Response Count
Yes		78.6%	22
No		21.4%	6
answered question			28
skipped question			2

7. I believe I have improved in the following areas since taking this English class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
English grammar	7.1% (2)	3.6% (1)	17.9% (5)	32.1% (9)	39.3% (11)	3.93	28
Punctuation	10.7% (3)	3.6% (1)	10.7% (3)	35.7% (10)	39.3% (11)	3.89	28
Sentence skills	10.7% (3)	0.0% (0)	14.3% (4)	39.3% (11)	35.7% (10)	3.89	28
Essay writing	10.7% (3)	7.1% (2)	7.1% (2)	39.3% (11)	35.7% (10)	3.82	28
Vocabulary	7.1% (2)	0.0% (0)	17.9% (5)	32.1% (9)	42.9% (12)	4.04	28
Spelling	7.4% (2)	0.0% (0)	29.6% (8)	25.9% (7)	37.0% (10)	3.85	27
answered question							28
skipped question							2

8. I benefitted from the following aspects of the College Prep English Lab this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	14.3% (4)	0.0% (0)	14.3% (4)	32.1% (9)	39.3% (11)	3.82	28
The instructional assistants	10.7% (3)	0.0% (0)	3.6% (1)	50.0% (14)	35.7% (10)	4.00	28
The access to computers	11.1% (3)	0.0% (0)	3.7% (1)	44.4% (12)	40.7% (11)	4.04	27
The programs on the computers	17.9% (5)	0.0% (0)	10.7% (3)	35.7% (10)	35.7% (10)	3.71	28
The hours the Lab was open and available to me	10.7% (3)	3.6% (1)	0.0% (0)	39.3% (11)	46.4% (13)	4.07	28
The required Lab hours for my English class	14.3% (4)	3.6% (1)	7.1% (2)	35.7% (10)	39.3% (11)	3.82	28
answered question							28
skipped question							2

9. I was satisfied with the following aspects of my English class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The information on the course syllabus	10.7% (3)	0.0% (0)	3.6% (1)	28.6% (8)	57.1% (16)	4.21	28
The content of the course textbook	7.1% (2)	0.0% (0)	10.7% (3)	35.7% (10)	46.4% (13)	4.14	28
The MyWritingLab computer component	14.3% (4)	0.0% (0)	14.3% (4)	32.1% (9)	39.3% (11)	3.82	28
The amount of homework assigned	10.7% (3)	0.0% (0)	3.6% (1)	39.3% (11)	46.4% (13)	4.11	28
The number of tests	10.7% (3)	0.0% (0)	7.1% (2)	35.7% (10)	46.4% (13)	4.07	28
The number of written assignments	11.1% (3)	0.0% (0)	7.4% (2)	37.0% (10)	44.4% (12)	4.04	27
The length of time in class	10.7% (3)	3.6% (1)	0.0% (0)	35.7% (10)	50.0% (14)	4.11	28
The frequency of class meetings	10.7% (3)	0.0% (0)	3.6% (1)	39.3% (11)	46.4% (13)	4.11	28
The pace of the course	10.7% (3)	3.6% (1)	7.1% (2)	28.6% (8)	50.0% (14)	4.04	28
answered question							28
skipped question							2

10. This English course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The writing I will do in college	10.7% (3)	0.0% (0)	7.1% (2)	32.1% (9)	50.0% (14)	4.11	28
The expectations of college courses	10.7% (3)	0.0% (0)	7.1% (2)	32.1% (9)	50.0% (14)	4.11	28
The time management I must have in college	10.7% (3)	0.0% (0)	3.6% (1)	35.7% (10)	50.0% (14)	4.14	28
The skills I need to take tests in college	10.7% (3)	0.0% (0)	7.1% (2)	32.1% (9)	50.0% (14)	4.11	28
The use of technology in college classes	10.7% (3)	0.0% (0)	10.7% (3)	35.7% (10)	42.9% (12)	4.00	28
answered question							28
skipped question							2

11. What was the most important thing you learned this semester?

	Response Count
	19
answered question	19
skipped question	11

12. Please indicate the things you liked BEST about your English class this semester at Edison State College.

	Response Count
	21
answered question	21
skipped question	9

13. Please tell us the things you liked LEAST about your English class this semester.

**Response
Count**

20

answered question

20

skipped question

10

14. If you could change some things to make this course better, what would they be?

**Response
Count**

18

answered question

18

skipped question

12

15. Is there anything else you would like to tell us?

**Response
Count**

15

answered question

15

skipped question

15

Page 7, Q1. What was the most important thing you learned this semester?

1	That i can be a good writer	Jan 19, 2013 10:27 PM
2	Doing MLA format	Jan 6, 2013 5:14 PM
3	Writing skills	Jan 4, 2013 10:02 PM
4	The most important thing I've learned this semester has to be improving my english grammar.	Jan 1, 2013 3:37 PM
5	vocabulary	Dec 30, 2012 5:32 PM
6	Sentence structure	Dec 29, 2012 2:46 PM
7	I learned a lot of things this semester such as the way I suppose to write an essay in the former English outline.	Dec 28, 2012 11:00 PM
8	Some writing skills, some punctuation skills	Dec 17, 2012 10:00 PM
9	NONE	Dec 11, 2012 10:02 PM
10	The most important thing I learned was how to write a college level paper and manage my time.	Dec 11, 2012 4:25 PM
11	how to spell words	Dec 11, 2012 1:01 PM
12	How to structure a college paper.	Dec 11, 2012 11:45 AM
13	We're commas go.	Dec 11, 2012 10:58 AM
14	Essay writing, punctuation	Dec 11, 2012 8:10 AM
15	paragrahp writing	Dec 11, 2012 5:12 AM
16	The most important thing I have learned was to be aware of how capable I am to improve my English skills.	Dec 10, 2012 8:22 PM
17	Developing paragraphs,grammar and being organized.	Dec 10, 2012 6:50 PM
18	not what i was supposed to due to wrong information of teacher and the stress and anxiety that teacher created in class for the whole class. I recorded her ,so i can prove it.	Dec 10, 2012 5:11 PM
19	I learned how to write better, and with correct grammar.	Dec 10, 2012 4:11 PM

Page 7, Q2. Please indicate the things you liked BEST about your English class this semester at Edison State College.

1	the professor was very good with us , she explined things well.. i enjoy the class	Jan 19, 2013 10:27 PM
2	Everything, from taking notes to turning in assignments on time and studying and passing the tests.	Jan 6, 2013 5:14 PM
3	Everything	Jan 5, 2013 9:30 AM
4	Powerpoint's	Jan 4, 2013 10:02 PM
5	The best thing about my English class would have to be my teacher and the classmates, everyone got along fabulous and did their work.	Jan 1, 2013 3:37 PM
6	the professor	Dec 30, 2012 5:32 PM
7	Their time and how often we met	Dec 29, 2012 2:46 PM
8	The things I liked best was the way the teacher understand every student in the class. And I liked the online writing program that really help and recommend to any student that will attend Edison State College.	Dec 28, 2012 11:00 PM
9	Professor was organized and helpful	Dec 17, 2012 10:00 PM
10	I was pleased with the professors teaching.	Dec 13, 2012 5:35 PM
11	NONE	Dec 11, 2012 10:02 PM
12	My professor and the writing lab.	Dec 11, 2012 4:25 PM
13	read new books	Dec 11, 2012 1:01 PM
14	The fast pace was wonderful. If you applied yourself the work load was just fine.	Dec 11, 2012 11:45 AM
15	The teacher	Dec 11, 2012 10:58 AM
16	It was a fun learning experience	Dec 11, 2012 8:10 AM
17	Champ Champ Had Good Examples	Dec 11, 2012 5:12 AM
18	What I liked the most about this class was the instructor's ability to catch student's attention, to stimulate each student to improve him or herself.	Dec 10, 2012 8:22 PM
19	My instructor was very professional and organized.	Dec 10, 2012 6:50 PM
20	nothing	Dec 10, 2012 5:11 PM
21	I feel the professor was very knowledgeable and made it a joy to attend class.	Dec 10, 2012 4:11 PM

Page 7, Q3. Please tell us the things you liked LEAST about your English class this semester.

1	the mywritingplus, i just dont like the online work.. i get distracted	Jan 19, 2013 10:27 PM
2	There was nothing I did not like.	Jan 6, 2013 5:14 PM
3	None	Jan 5, 2013 9:30 AM
4	None.	Jan 4, 2013 10:02 PM
5	Nothing.	Jan 1, 2013 3:37 PM
6	i like everythhing	Dec 30, 2012 5:32 PM
7	N/a	Dec 29, 2012 2:46 PM
8	I don't think I really have something that I wasn't like during this class semester.	Dec 28, 2012 11:00 PM
9	-	Dec 17, 2012 10:00 PM
10	The thing I liked least about my English class was only meeting once a week.	Dec 13, 2012 5:35 PM
11	The PI assignments required at the lab most of the time the printer was down	Dec 13, 2012 4:44 PM
12	NONE	Dec 11, 2012 10:02 PM
13	N/A	Dec 11, 2012 4:25 PM
14	hours in class	Dec 11, 2012 1:01 PM
15	Having to say goodbye to one of the greatest teachers ever.	Dec 11, 2012 11:45 AM
16	The kids	Dec 11, 2012 10:58 AM
17	Keeping the notebook	Dec 11, 2012 8:10 AM
18	It Was A little to fast	Dec 11, 2012 5:12 AM
19	For me, this class was perfect.	Dec 10, 2012 8:22 PM



Page 7, Q4. If you could change some things to make this course better, what would they be?

1	nothing	Jan 19, 2013 10:27 PM
2	Nothing everything was perfect the way it was.	Jan 6, 2013 5:14 PM
3	None	Jan 4, 2013 10:02 PM
4	Nothing.	Jan 1, 2013 3:37 PM
5	nothing	Dec 30, 2012 5:32 PM
6	N/a	Dec 29, 2012 2:46 PM
7	The answer will be "None."	Dec 28, 2012 11:00 PM
8	-	Dec 17, 2012 10:00 PM
9	I would change the class to more then one day.	Dec 13, 2012 5:35 PM
10	NONE	Dec 11, 2012 10:02 PM
11	As a class go to the writing lab to work on mylabspuls as a class. I think it would help.	Dec 11, 2012 4:25 PM
12	change the hours	Dec 11, 2012 1:01 PM
13	I would not make any changes to it.	Dec 11, 2012 11:45 AM
14	Nothing	Dec 11, 2012 10:58 AM
15	nothing	Dec 11, 2012 8:10 AM
16	More Time	Dec 11, 2012 5:12 AM
17	I wouldn't change anything.	Dec 10, 2012 8:22 PM





Page 7, Q5. Is there anything else you would like to tell us?

1	nothing	Jan 19, 2013 10:27 PM
2	I enjoyed my English course!	Jan 6, 2013 5:14 PM
3	None	Jan 4, 2013 10:02 PM
4	no	Dec 30, 2012 5:32 PM
5	I didn't like the class at first, but I grew to like it and I'm glad I took it with Professor Patane	Dec 29, 2012 2:46 PM
6	That was a pleasure for me and I really appreciated to be in this class during this semester especially at Edison State College. May God bless and love.	Dec 28, 2012 11:00 PM
7	no	Dec 17, 2012 10:00 PM
8	NONE	Dec 11, 2012 10:02 PM
9	N/A	Dec 11, 2012 4:25 PM
10	no	Dec 11, 2012 1:01 PM
11	I highly recommend ENC0015 and ENC0025 in the same semester.	Dec 11, 2012 11:45 AM
12	The teacher was the best I had all semester.	Dec 11, 2012 10:58 AM
13	The professor was great	Dec 11, 2012 8:10 AM
14	Nothing to add.	Dec 10, 2012 8:22 PM





1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		97.2%	247
I do not agree to participate.		2.8%	7
		answered question	254
		skipped question	4



2. Please indicate the Math course you enrolled in this semester.

		Response Percent	Response Count
MAT 0018-Developmental Mathematics I		29.3%	73
MAT 0028-Developmental Mathematics II		66.3%	165
MAT 0028 - "Project Math Success" using computers in class		4.0%	10
I did not have a Math class this semester.		0.4%	1
		answered question	249
		skipped question	9






3. My Math class was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		19.3%	48
Two		69.5%	173
Three		3.2%	8
Four		8.0%	20
answered question			249
skipped question			9



4. Please indicate your gender.

		Response Percent	Response Count
Male		27.7%	69
Female		72.3%	180
answered question			249
skipped question			9

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		34.4%	86
21 to 29		23.6%	59
30 to 39		19.6%	49
40 to 49		16.0%	40
50 and over		6.4%	16
answered question			250
skipped question			8

6. Was this your first year in college?

		Response Percent	Response Count
Yes		52.4%	129
No		47.6%	117
answered question			246
skipped question			12

7. I believe the following since taking this Math class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
I am better at Math.	7.8% (19)	7.8% (19)	12.3% (30)	35.0% (85)	37.0% (90)	3.86	243
Math is less scary.	9.9% (24)	9.9% (24)	18.1% (44)	31.3% (76)	30.9% (75)	3.63	243
Math makes more sense to me.	7.9% (19)	10.0% (24)	17.1% (41)	32.9% (79)	32.1% (77)	3.71	240
Math is easier for me.	9.4% (23)	12.7% (31)	18.9% (46)	33.2% (81)	25.8% (63)	3.53	244
I have learned how to manage my time appropriately to succeed in math.	7.0% (17)	7.8% (19)	19.3% (47)	36.6% (89)	29.2% (71)	3.73	243
I have learned organization strategies to succeed in math.	7.9% (19)	7.0% (17)	18.2% (44)	38.4% (93)	28.5% (69)	3.73	242
I have a better understanding of the technology needed to succeed in math.	9.5% (23)	7.5% (18)	16.2% (39)	38.2% (92)	28.6% (69)	3.69	241
I will be more successful in future Math courses.	6.6% (16)	6.2% (15)	13.7% (33)	36.9% (89)	36.5% (88)	3.90	241
answered question							244
skipped question							14

8. I benefitted from the following aspects of the College Prep Math Lab this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	5.8% (14)	3.7% (9)	31.5% (76)	27.8% (67)	31.1% (75)	3.75	241
The instructional assistants	5.8% (14)	4.6% (11)	28.8% (69)	29.2% (70)	31.7% (76)	3.76	240
The access to computers	4.6% (11)	2.1% (5)	25.1% (60)	35.1% (84)	33.1% (79)	3.90	239
The programs on the computers	7.1% (17)	5.0% (12)	25.5% (61)	32.6% (78)	29.7% (71)	3.73	239
The hours the Lab was open and available to me	5.9% (14)	0.8% (2)	26.1% (62)	30.7% (73)	36.6% (87)	3.91	238
answered question							242
skipped question							16

9. I was satisfied with the following aspects of my Mathematics class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The information on the course syllabus	7.1% (17)	2.1% (5)	8.8% (21)	34.6% (83)	47.5% (114)	4.13	240
The online homework with My MathLabs Plus	10.4% (25)	5.8% (14)	9.5% (23)	34.0% (82)	40.2% (97)	3.88	241
The amount of homework assigned	9.5% (23)	7.4% (18)	11.6% (28)	36.4% (88)	35.1% (85)	3.80	242
The format of the textbook	11.2% (27)	5.4% (13)	29.9% (72)	28.2% (68)	25.3% (61)	3.51	241
The clarity of the explanations in the textbook	11.9% (29)	10.3% (25)	29.6% (72)	24.7% (60)	23.5% (57)	3.37	243
The number of tests	5.3% (13)	3.7% (9)	12.3% (30)	40.3% (98)	38.3% (93)	4.02	243
The length of time in class	7.9% (19)	2.9% (7)	12.0% (29)	38.4% (93)	38.8% (94)	3.98	242
The frequency of class meetings	7.0% (17)	2.1% (5)	14.4% (35)	37.0% (90)	39.5% (96)	4.00	243
The pace of the course	11.6% (28)	7.5% (18)	9.1% (22)	33.6% (81)	38.2% (92)	3.79	241
answered question							243
skipped question							15

10. This Math course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The next Math classes I will take	9.5% (23)	4.6% (11)	9.1% (22)	33.2% (80)	43.6% (105)	3.97	241
The expectations of college Math courses	8.8% (21)	5.0% (12)	7.9% (19)	36.7% (88)	41.7% (100)	3.98	240
The time management I must have in college	8.3% (20)	5.4% (13)	10.0% (24)	36.7% (88)	39.6% (95)	3.94	240
The skills I need to take tests in college	9.6% (23)	5.0% (12)	11.7% (28)	35.4% (85)	38.3% (92)	3.88	240
answered question							241
skipped question							17

11. What was the most important thing you learned this semester?

	Response Count
	149
answered question	149
skipped question	109

12. Please indicate the things you liked BEST about your Math class this semester at Edison State College.

	Response Count
	163
answered question	163
skipped question	95

13. Please tell us the things you liked LEAST about your Math class this semester.

**Response
Count**

148

answered question

148

skipped question

110

14. If you could change some things to make this course better, what would they be?

**Response
Count**

149

answered question

149

skipped question

109

15. Is there anything else you would like to tell us?

**Response
Count**

111

answered question

111

skipped question

147

Page 7, Q1. What was the most important thing you learned this semester?

1	I enjoy math, after i figured it out!!	Jan 29, 2013 11:53 PM
2	That i need to take my time..	Jan 19, 2013 10:24 PM
3	I learned that I am a good student and before this class I didn't think I was	Jan 15, 2013 11:39 PM
4	math	Jan 14, 2013 2:45 PM
5	Order of Operations	Jan 14, 2013 2:16 PM
6	I learned how to manage homework and how to prepare for tests.	Jan 13, 2013 10:02 PM
7	better methods for solving math problems that are used in real life situations.	Jan 11, 2013 9:30 AM
8	How to better do math.	Jan 10, 2013 11:57 AM
9	the basics that were forgotten.	Jan 9, 2013 5:16 PM
10	That the teacher makes all the difference in the class you take whether you will succeed or not and luckily I had a very good teacher.	Jan 9, 2013 8:52 AM
11	That It doesn't matter how well you do in all mat tests in the whole semester, if you have a bad final exam, you are screw because the final weights just too much. \$40% is a joke.	Jan 8, 2013 5:24 PM
12	How to solve problems more easily.	Jan 7, 2013 3:34 PM
13	to use my time more wisely in doing my homework and quizzes	Jan 7, 2013 9:27 AM
14	I had a great instructor. For me, a live lecture, not online couse,is much more effective.	Jan 6, 2013 11:39 PM
15	The style of teaching techniques the professor used to learn the material in math made it easier to understand.	Jan 6, 2013 10:03 PM
16	I learned that Algebra is as simple as following steps and plugging formulas.	Jan 6, 2013 5:18 PM
17	I need to slow down and take my time.	Jan 6, 2013 4:51 PM
18	I learned that favoritism still exists in the classroom.	Jan 5, 2013 11:15 PM
19	math	Jan 5, 2013 10:50 PM
20	Uncovering my ability to "see" math thanks to Professor Lawrence.	Jan 5, 2013 8:28 PM
21	better understanding of math and factoring	Jan 5, 2013 5:11 PM
22	how to solve hard equations	Jan 5, 2013 4:54 PM
23	Using my time wisely.	Jan 5, 2013 3:51 PM
24	Math concepts. I was even surprised because math was definitely not the subject I was best at.	Jan 5, 2013 1:49 PM

Page 7, Q1. What was the most important thing you learned this semester?

25	Math takes time and patients to learn and you have to make time to practice what you learn. It doesn't come easy for everyone.	Jan 5, 2013 1:05 AM
26	The most important thing I learned this semester was that attending the lectures is very important in completing the course.	Jan 4, 2013 11:27 PM
27	Math is used in your everyday life.	Jan 4, 2013 2:06 PM
28	everything about math!	Jan 3, 2013 12:53 PM
29	the most important thing was the ratio, %, [, and many more I had forget . The course had refreshe my memories.	Jan 2, 2013 8:49 PM
30	I've learned some much math problems and impormation i did not know.	Jan 2, 2013 4:09 PM
31	how to study properly in order to retain all that I have learned	Jan 2, 2013 3:29 PM
32	better math skills	Jan 2, 2013 8:21 AM
33	The math basics and how everything works	Jan 1, 2013 10:29 PM
34	I learned that there really are no professors who have time to teach the material to all of the students, even though everyone pays for the courses.	Jan 1, 2013 9:50 PM
35	That it was difficult when you have a professor who spent the whole semester playing catch up.	Jan 1, 2013 6:23 PM
36	Practice, practice, practice Algebra problems.	Dec 31, 2012 9:37 PM
37	that math is not scary with the right teacher	Dec 31, 2012 11:46 AM
38	Math skills and organization skills	Dec 31, 2012 10:00 AM
39	time management	Dec 31, 2012 8:17 AM
40	Time management	Dec 31, 2012 6:51 AM
41	na	Dec 31, 2012 12:10 AM
42	That Math IS important and isn't as hard as I once thought	Dec 30, 2012 11:29 PM
43	How to manage time in order to accomplish everything I am responsible for.	Dec 30, 2012 8:36 PM
44	0	Dec 30, 2012 3:55 PM
45	Time Management.	Dec 30, 2012 2:02 PM
46	that i need to work on my multiplcations	Dec 30, 2012 10:49 AM
47	Time management.	Dec 30, 2012 8:28 AM
48	Time management	Dec 29, 2012 7:43 PM
49	Stuff I never learned in high school.	Dec 29, 2012 6:30 PM

Page 7, Q1. What was the most important thing you learned this semester?

50	cvbn	Dec 29, 2012 3:29 PM
51	To never miss a math class. I missed one class and had to teach myself the material, that was very challenging.	Dec 29, 2012 9:15 AM
52	The concept of the intro to Algebra. This was concerning to me (not having any Algebra background), but the professor was very understanding and put us at ease.	Dec 29, 2012 8:23 AM
53	decimals	Dec 29, 2012 7:49 AM
54	Slopes and graphs	Dec 28, 2012 10:46 PM
55	Aspects of Algebra I never knew	Dec 28, 2012 9:57 PM
56	Math	Dec 28, 2012 9:43 PM
57	Math isn't s scary.	Dec 25, 2012 9:11 PM
58	How much time I need to put aside to make a good grade in the class.	Dec 24, 2012 11:06 PM
59	Time management and managing my time wisely	Dec 23, 2012 2:29 PM
60	order of procedure	Dec 19, 2012 10:03 PM
61	College Math is going to be some of the most demanding courses I will need to take.	Dec 18, 2012 6:15 PM
62	N/A	Dec 18, 2012 2:05 PM
63	How beneficial it is to be able to view and review video clips to learn skills before practicing them	Dec 17, 2012 10:05 PM
64	how to be success in college	Dec 17, 2012 1:02 PM
65	Nothing.	Dec 17, 2012 2:07 AM
66	The general basic solution on how to work out the different math problems step by step.	Dec 15, 2012 10:41 PM
67	I learned how to fully process each math problem, which made me understand math to the fullest extent.	Dec 14, 2012 4:41 PM
68	always make time to do your assignment and always come to class.	Dec 14, 2012 2:39 AM
69	This course re-introduced formulas and rationalizing of equations I had forgotten.	Dec 13, 2012 6:15 PM
70	Time management and discipline.	Dec 13, 2012 5:17 PM
71	I need to stay on top of my assignments.	Dec 13, 2012 12:37 PM
72	I understand the material this time around	Dec 13, 2012 12:17 PM
73	to keep organized and pace my home work rather then doing it all at once.	Dec 13, 2012 8:32 AM

Page 7, Q1. What was the most important thing you learned this semester?

74	That math can be understood.	Dec 13, 2012 2:08 AM
75	mange my time better, by only taking one class (I work full time also)	Dec 12, 2012 7:57 PM
76	How to do math	Dec 12, 2012 6:26 PM
77	everything	Dec 12, 2012 6:19 PM
78	Everything was important and the patience of the professor helped me to remember a lot of the things I had forgotten in Math. I finished my high school in 1980.	Dec 12, 2012 5:55 PM
79	Time management.	Dec 12, 2012 2:35 PM
80	That I am capable of being successful in Math	Dec 12, 2012 1:24 PM
81	math	Dec 12, 2012 12:51 PM
82	That missing one assignment will fail you.	Dec 12, 2012 12:30 PM
83	You must get help prior to class because the pace is too fast	Dec 12, 2012 12:06 PM
84	How to better understand basic math that I had forgotten	Dec 12, 2012 11:49 AM
85	I never excelled in algebra in high school so the overall course EVERYTHING was beneficial to me.	Dec 12, 2012 11:13 AM
86	How to develop study habits and there are resources available to succeed.	Dec 12, 2012 10:13 AM
87	How to do math without a calculator.	Dec 12, 2012 9:44 AM
88	The most important thing I learned this semester was to apply the math rules to every single math problem.	Dec 12, 2012 8:54 AM
89	polynomials	Dec 12, 2012 8:10 AM
90	How to organize and prepare for my career	Dec 12, 2012 8:00 AM
91	Nothing at all.	Dec 12, 2012 7:29 AM
92	How the rules apply to the problems.	Dec 12, 2012 5:46 AM
93	none	Dec 11, 2012 10:50 PM
94	i loved my teacher she taught me so much this semester. how to be organized .how to understand math alot better, she made math less scary	Dec 11, 2012 9:59 PM
95	NONE IN PARTICULAR	Dec 11, 2012 9:59 PM
96	Math	Dec 11, 2012 9:00 PM
97	Time Management	Dec 11, 2012 8:48 PM
98	Math is hard and I need help.	Dec 11, 2012 8:42 PM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

22	The weight tests have on your grade.	Jan 5, 2013 8:28 PM
23	the two day classes and the final being worth 40 percent of your grade didnt like	Jan 5, 2013 5:11 PM
24	Taking test every week.	Jan 5, 2013 3:51 PM
25	MyLabsPlus, I'm neutral to it, needs some work.	Jan 5, 2013 1:49 PM
26	Class was way to long my brain shut shut down because we had to cover so much material once a week.	Jan 5, 2013 1:05 AM
27	What I liked least about this Math class were the hours that the night class was available for, (7:30 - 9:00).. since going home and coming back later for this one class wasn't very proficient and I found myself having to hang around the college for 2-3 hours before the class started. Sometimes with nothing to do but twiddle my thumbs for 3 hours.	Jan 4, 2013 11:27 PM
28	I didn't like having to come on campus to meet every week, and that because I was unable to make some of those meetings my grade was effected even though I got everything done on time	Jan 4, 2013 9:50 PM
29	The teacher focused on teaching us stuff that we will need down the road which confused me because I couldn't even understand what we need to learn this year.	Jan 4, 2013 9:21 PM
30	Nothing	Jan 4, 2013 2:06 PM
31	some of the instructors in the videos whey dull. disliked the old lady and the old guy, hard to follow	Jan 3, 2013 8:27 PM
32	my labs plus	Jan 3, 2013 12:53 PM
33	I did not like the fact the teacher did not explaint it in a ways to understood, or she is always on the run ,when I have a question she would not toke my question?	Jan 2, 2013 8:49 PM
34	N/A	Jan 2, 2013 4:09 PM
35	My Math Labs uses the most ridiculous numbers it can	Jan 1, 2013 10:29 PM
36	I dislike everything about this course.	Jan 1, 2013 9:50 PM
37	My professor	Jan 1, 2013 6:23 PM
38	The lack of time given to complete the class exams.	Dec 31, 2012 9:37 PM
39	on line math lab problems or numbers to crazy, the point is to practice not get confussed	Dec 31, 2012 11:46 AM
40	3.5 hr class	Dec 31, 2012 10:00 AM
41	nothing	Dec 31, 2012 8:17 AM
42	Nothing	Dec 31, 2012 6:51 AM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

43	na	Dec 31, 2012 12:10 AM
44	n/a	Dec 30, 2012 11:29 PM
45	Nothing. I like math.	Dec 30, 2012 8:36 PM
46	instructor was the worst ever!	Dec 30, 2012 3:55 PM
47	The pace was a little fast.	Dec 30, 2012 2:02 PM
48	we didn't get to go to the math lab at all.	Dec 30, 2012 10:49 AM
49	That it won't really count toward earning my degree.	Dec 30, 2012 8:28 AM
50	The very fast pace of the class	Dec 29, 2012 9:39 PM
51	The length of the class. It was too long and for a person that is bad at math couldn't take too many chapters in one day and I had this class for two times a week for one hour and forty minutes. I couldn't really grasp math as I did my first semester taking MAT 0018 and when I took MAT 0018, the class was everyday for fifty minutes and I grasped math really well. MAT 0028 I didn't understand much at all. I lost focused quickly by how long the class was for me.	Dec 29, 2012 7:43 PM
52	Not being able to use a calculator in class. Not using the actual text book	Dec 29, 2012 6:30 PM
53	bn	Dec 29, 2012 3:29 PM
54	Nothing really.	Dec 29, 2012 9:15 AM
55	The test were difficult	Dec 28, 2012 10:46 PM
56	too much homework for a single mom working 42 hrs a week	Dec 28, 2012 9:57 PM
57	Nothing	Dec 28, 2012 9:43 PM
58	Nothing I loved the class	Dec 25, 2012 9:11 PM
59	I didn't like how some of my classmates degraded other classmates because they couldn't learn as fast as them.	Dec 24, 2012 11:06 PM
60	test	Dec 19, 2012 10:03 PM
61	Pythagorean Theorem...	Dec 18, 2012 6:15 PM
62	N/A	Dec 18, 2012 2:05 PM
63	-	Dec 17, 2012 10:05 PM
64	the way the teacher teach	Dec 17, 2012 1:02 PM
65	I did not need to take this course yet I was told I had to take it so I wasted a whole semester and money on it.	Dec 17, 2012 2:07 AM
66	To much Homework especially when you work, and have kids , and trying to stay	Dec 15, 2012 10:41 PM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

	on track and focus.	
67	No complaints, at all.	Dec 14, 2012 4:41 PM
68	not enough time to take the test.	Dec 14, 2012 2:39 AM
69	Some of the students in that class were VERY disruptive towards everyone.	Dec 13, 2012 6:15 PM
70	N/a	Dec 13, 2012 5:17 PM
71	Math.	Dec 13, 2012 12:37 PM
72	the tests did some times run close together, I didn't feel I had adequate time to learn the material before the test at times.	Dec 13, 2012 8:32 AM
73	A four hour math class was a bit excessive.	Dec 13, 2012 2:08 AM
74	never even opened the book that I paid over 100.00 for (my instructor taught us so well, did not need to look at the book for explanations)	Dec 12, 2012 7:57 PM
75	fast paced	Dec 12, 2012 6:33 PM
76	The numbers are MyMath Lab are way to big	Dec 12, 2012 6:26 PM
77	nothing really other than the class is not offered online.	Dec 12, 2012 6:04 PM
78	I liked everything.	Dec 12, 2012 5:55 PM
79	I would like to see more class time, especially because one of the days is on a Monday and we had several holidays then.	Dec 12, 2012 2:35 PM
80	Some fellow students were disruptive on occasion and made it uncomfortable for the other students as well as the professor.	Dec 12, 2012 1:24 PM
81	i liked eveything	Dec 12, 2012 12:51 PM
82	The length of homework assignments on mylabsplus.	Dec 12, 2012 12:32 PM
83	My teacher. She didn't work with me at all.	Dec 12, 2012 12:30 PM
84	3 out of 25 people get the math that is being taught so she would focus on those three and not the rest	Dec 12, 2012 12:06 PM
85	I did not like the homework. While it was easy to follow and the tutor guide helped, for the amount of homework assigned, I would expect it to be worth more than just 10%	Dec 12, 2012 11:49 AM
86	The final test is timed.	Dec 12, 2012 10:13 AM
87	The things i liked least about my math class this semester is that you have to pass the exit exam to pass the course. Some people can understand the material but do not do well when a test is put in front of them. I am one of those people.	Dec 12, 2012 10:11 AM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

88	No calculators	Dec 12, 2012 9:44 AM
89	The thing I liked least was the amount of homework we had to complete. It was about 30 questions or more per section.	Dec 12, 2012 8:54 AM
90	my labs plus had too many problems	Dec 12, 2012 8:10 AM
91	na	Dec 12, 2012 8:00 AM
92	The length of the class and all the information we had to try to learn in one class period. By the time I learned one thing we were learning something new.	Dec 12, 2012 7:29 AM
93	The amount of time for online homework.	Dec 12, 2012 5:46 AM
94	everything	Dec 11, 2012 10:50 PM
95	nothing she was great everthing i asked she had a answer	Dec 11, 2012 9:59 PM
96	NONE	Dec 11, 2012 9:59 PM
97	Went by way to fast,between chapters, really confusing at times.	Dec 11, 2012 8:50 PM
98	Move too quickly from one aspect to another.	Dec 11, 2012 8:48 PM
99	The long hours all of the Test and Quizes.	Dec 11, 2012 8:42 PM
100	The lack of instructions on how a student can successfully pass the final exam.	Dec 11, 2012 8:23 PM
101	There are none	Dec 11, 2012 8:07 PM
102	I didn't dislike anything.	Dec 11, 2012 6:43 PM
103	nothing	Dec 11, 2012 6:05 PM
104	Everything this professor didnt teach me anything and i didnt learn anything at all. Worst Professor at Edison	Dec 11, 2012 5:56 PM
105	the textbook	Dec 11, 2012 5:41 PM
106	I liked everything	Dec 11, 2012 5:25 PM
107	The online homework sometimes got ugly. The numbers they used in the math problems were sometimes ridiculous and unrealistic.	Dec 11, 2012 4:24 PM
108	things i like least about the class is the fact that some time we dont have enough time to finish them test. we need more time specially in the final.	Dec 11, 2012 3:49 PM
109	The homework was my least favorite because MyMathLabs doesn't allow you enough practice with one type of problem before moving to the next, and it can become intimidating and confusing.	Dec 11, 2012 2:53 PM
110	The computer homework didn't always make sense and the problems didn't coincide all the time in the level of difficulty we were being taught-some questions just impossible	Dec 11, 2012 2:39 PM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

111	hours in math	Dec 11, 2012 1:07 PM
112	Motivation from instructor..	Dec 11, 2012 12:57 PM
113	The fact that everything is done online. Math is supposed to be done on paper not on the computer. Students need to interact with their teachers and ask questions to better understand the work.	Dec 11, 2012 12:08 PM
114	My Labs Plus!! To much time, to many questions!! I think all together I spend a total of 48 hours just on online homework and I now how to do most of this math. For people who are struggling more online homework is not going to make them know this math any better. Great teachers will help them through, and tutor help but 30-60 questions of online homework is just to much for each section. Maybe all together 20 to 30 questions!!	Dec 11, 2012 10:43 AM
115	math lab, and the book.	Dec 11, 2012 10:42 AM
116	The stupidness of the class. I missed the pert by a little and yet I feel like with me taking honors and ap in high school it was a review easy a math class.	Dec 11, 2012 10:33 AM
117	The only problem I ever encountered was when I looked back through the book for an explanantion or to figure out how to do a math problem, the text book ways to do the problems are SO confusing.	Dec 11, 2012 10:07 AM
118	the time length of the class	Dec 11, 2012 9:58 AM
119	nothing	Dec 11, 2012 9:44 AM
120	Math Labs Plus.	Dec 11, 2012 9:33 AM
121	I feel that cramming almost 4 hrs of learning a subject (which everyone in the class seems to have a problem with) is too much. By the last hour I was found myself having difficulty just paying attention. It was also very hard trying to retain any information I learned during the class.	Dec 11, 2012 8:26 AM
122	There was no consideration in the fact that we have to learn so many rules in a short amount of time and our instructor refused to teach us any short cuts to help remember anything	Dec 11, 2012 7:58 AM
123	Metric measurements	Dec 11, 2012 7:57 AM
124	Math in general. There is no reason to teach something that 90% of of the people taking it will never use again. While most people can't even balance their checkbooks.	Dec 11, 2012 6:44 AM
125	nothing	Dec 10, 2012 10:25 PM
126	We could use a little more time on the test	Dec 10, 2012 10:07 PM
127	that i took it so early in the morning.	Dec 10, 2012 10:05 PM
128	He was a good instrutor and I did well with homework and instruction. when it came to the test and the final I froze.	Dec 10, 2012 9:55 PM

Page 7, Q3. Please tell us the things you liked LEAST about your Math class this semester.

129	Teacher was very confusing	Dec 10, 2012 9:49 PM
130	instructor	Dec 10, 2012 9:47 PM
131	The text book was hard to understand.	Dec 10, 2012 9:21 PM
132	Some assignments that weren't given until a day before they were due online.	Dec 10, 2012 9:14 PM
133	I felt like the class went really fast.	Dec 10, 2012 9:14 PM
134	the days the give ypu for the homework to due	Dec 10, 2012 9:00 PM
135	Since I never had algebra when I went to high school, I find it very hard to grasp the concepts.	Dec 10, 2012 8:27 PM
136	--	Dec 10, 2012 8:24 PM
137	Nothing really.	Dec 10, 2012 8:04 PM
138	that attendance can negatively affect your grade..if you are doing well in the class there should be exceptions. i have a job and an infant. sometimes i have to miss.	Dec 10, 2012 7:36 PM
139	Since we only meet once a week everything moves at a quick pace	Dec 10, 2012 7:19 PM
140	There was no grade book for this class.	Dec 10, 2012 7:02 PM
141	it moves to fast..as soon as you learn one thing your on to something new and then they expect you to take a final that goes over everything you learned throughout the whole semester and expect you to pass with a C or you fail the whole class which isnt fair because if you have a B in the class and do poorly on the final you have to retake the class. It makes it very discouraging	Dec 10, 2012 6:59 PM
142	MY PROFESSOR	Dec 10, 2012 6:53 PM
143	there wasn't many other timings for this class to be taken.	Dec 10, 2012 6:27 PM
144	Nothing negative to say.	Dec 10, 2012 6:04 PM
145	It seemed to have more online instruction than class. I don't learn we'll from online programs or I would have enrolled in online classes probably at a different school for a degree in which I really have an interest in, not just a degree that's offered.	Dec 10, 2012 5:54 PM
146	Sometimes the amount of time between the tests and the lecture was a little fast paced but I generally don't have any complaints about the class.	Dec 10, 2012 5:11 PM
147	Unfortunately, there is too much of a time between learning the subject material and testing for it. While I understand that there is a general rule for a student to be able to manage her/his own time in between classes and learn/practice the material during that time-- understand that for many students the aforementioned time management in these in-between hours/days is just simply not going to work in their favor. Life happens.	Dec 10, 2012 5:04 PM

Page 7, Q4. If you could change some things to make this course better, what would they be?

1	longer classes	Jan 29, 2013 11:53 PM
2	nothing really.. it was okay	Jan 19, 2013 10:24 PM
3	Nothing really	Jan 15, 2013 11:39 PM
4	make it easier	Jan 14, 2013 2:45 PM
5	If the class only fulfills admission requirements and doesn't count for college credit, cutting all of the costs in half, atleast, may be a good start.	Jan 14, 2013 2:16 PM
6	Instructor	Jan 14, 2013 10:26 AM
7	Do away with mylabsplus.	Jan 13, 2013 10:02 PM
8	allowing those with test anxiety to take a test at their pace at the lab or somewhere else	Jan 11, 2013 9:30 AM
9	Nothing.	Jan 10, 2013 11:57 AM
10	more individual help.	Jan 9, 2013 5:16 PM
11	Find a way a make the classroom more exciting. I know that we are not there for fun we are there to learn but it would be nice to do both.	Jan 9, 2013 8:52 AM
12	reduce the percentage of final exam to 20% like other courses.	Jan 8, 2013 5:24 PM
13	Nothing	Jan 7, 2013 3:34 PM
14	maybe separate into two separate classes	Jan 7, 2013 9:27 AM
15	This was a great course for those that do well working at their own speed and are comfortable with 100% computer/onine use.	Jan 6, 2013 11:39 PM
16	math lab online is great, but it could use more detailed examples such as videos and written examples.	Jan 6, 2013 10:03 PM
17	Nothing, I loved it.	Jan 6, 2013 5:18 PM
18	Less math, but thats not really possible.	Jan 6, 2013 4:51 PM
19	I would turn the professor in sooner and in hopes that someone would do something about it.	Jan 5, 2013 11:15 PM
20	Nothing.	Jan 5, 2013 10:26 PM
21	not much.	Jan 5, 2013 8:28 PM
22	I wouldnt make the final worth so much	Jan 5, 2013 5:11 PM
23	Nothing, everything was nice and concrete. Everything made sense.	Jan 5, 2013 1:49 PM
24	I don't know why they make you buy a book for the class you never use.	Jan 5, 2013 1:05 AM

Page 7, Q4. If you could change some things to make this course better, what would they be?

25	Proper training with MathLab for some of the Professors teaching this course. Rumors around campus of other professors not using the MathLab because they didn't know how to use it. After students had purchased and used their MathLab codes. And offer just the MathLab codes for students purchase. For 2 semesters I have been forced to buy the bundle for a course that doesn't require the book, just MathLab.. A digital copy of the textbook is on MathLab...	Jan 4, 2013 11:27 PM
26	I would make it easier for stay at home parents by making the meeting times less frequent and less time	Jan 4, 2013 9:50 PM
27	More one on one help with the students to make sure they all get it	Jan 4, 2013 2:06 PM
28	should have the two guys that did videos together do all of the videos!!!!	Jan 3, 2013 8:27 PM
29	Not so much homework in the lab	Jan 3, 2013 12:53 PM
30	change the teacher too many homework	Jan 2, 2013 8:49 PM
31	N/A	Jan 2, 2013 4:09 PM
32	text that explains how to do the problems better	Jan 2, 2013 3:29 PM
33	My Math Labs homework numbers	Jan 1, 2013 10:29 PM
34	Find instructors who care about teaching students the skills to succeed at math.	Jan 1, 2013 9:50 PM
35	Have a better professor	Jan 1, 2013 6:23 PM
36	More time to complete class exams.	Dec 31, 2012 9:37 PM
37	the one line math labs, not doing it but the problems are so crazy u cant even learn problems need to be changed	Dec 31, 2012 11:46 AM
38	n/a	Dec 31, 2012 10:00 AM
39	nothing	Dec 31, 2012 8:17 AM
40	Nothing	Dec 31, 2012 6:51 AM
41	na	Dec 31, 2012 12:10 AM
42	The numbers in the mathlabs to be much smaller	Dec 30, 2012 11:29 PM
43	nothing, course was excellent.	Dec 30, 2012 8:36 PM
44	get a better instructor	Dec 30, 2012 3:55 PM
45	Nothing.	Dec 30, 2012 2:02 PM
46	i would have a day we could go to the math lab to work on our math.	Dec 30, 2012 10:49 AM
47	Nothing, this course was well done by our instructor	Dec 30, 2012 8:28 AM
48	Cut the material to be covered in 1/2 and make 2 classes to make the pace a bit	Dec 29, 2012 9:39 PM

Page 7, Q4. If you could change some things to make this course better, what would they be?

	more manageable.	
49	Not take classes that are too long.	Dec 29, 2012 7:43 PM
50	Be able to use a calculator.	Dec 29, 2012 6:30 PM
51	jmk	Dec 29, 2012 3:29 PM
52	Less homework	Dec 29, 2012 9:15 AM
53	Make the Mathlab obselete	Dec 29, 2012 7:49 AM
54	more test practice	Dec 28, 2012 10:46 PM
55	less homework	Dec 28, 2012 9:57 PM
56	Nothing	Dec 28, 2012 9:43 PM
57	None	Dec 25, 2012 9:11 PM
58	I woulnd't change anything.	Dec 24, 2012 11:06 PM
59	have the same professor	Dec 19, 2012 10:03 PM
60	N/A	Dec 18, 2012 2:05 PM
61	Nothing	Dec 17, 2012 10:05 PM
62	nothing	Dec 17, 2012 1:02 PM
63	Nothing.	Dec 17, 2012 2:07 AM
64	Lessen the homework!	Dec 15, 2012 10:41 PM
65	mylabsplus	Dec 14, 2012 4:41 PM
66	well give more time to take the test	Dec 14, 2012 2:39 AM
67	I would change regulations regarding cell phone usage. One interruption is "acceptable," but when you have to put up with EVERY other student in the room having their phones ring and disrupt class, how does anything get accomplished for the student that is actually there to pay attention?	Dec 13, 2012 6:15 PM
68	N/a	Dec 13, 2012 5:17 PM
69	Things be better explained.	Dec 13, 2012 12:37 PM
70	Nothing.	Dec 13, 2012 12:17 PM
71	space out the last few tests just a small bit.	Dec 13, 2012 8:32 AM
72	Next semester, I'm going to try a 2-day a week course.	Dec 13, 2012 2:08 AM
73	change my math lab, see explanation below...	Dec 12, 2012 7:57 PM

Page 7, Q4. If you could change some things to make this course better, what would they be?

74	less content for time spent slower paced	Dec 12, 2012 6:33 PM
75	More reasonable numbers on the MyMath Lab	Dec 12, 2012 6:26 PM
76	have a little more time to discuss with teacher	Dec 12, 2012 6:19 PM
77	offer it online	Dec 12, 2012 6:04 PM
78	I wouldn't change anything. It was perfect.	Dec 12, 2012 5:55 PM
79	Less homework on Math Labs and more class time.	Dec 12, 2012 2:35 PM
80	I really can't think of anything.	Dec 12, 2012 1:24 PM
81	nothing i like the course how it is	Dec 12, 2012 12:51 PM
82	probably the ammount of homework, or at least make written homework worth more then online.	Dec 12, 2012 12:30 PM
83	more class times in the evening 5 to 7,or one class during the week for 2 to 3 hours, AVAILABILITY	Dec 12, 2012 12:06 PM
84	Homework should be worth more than 10%	Dec 12, 2012 11:49 AM
85	If some people can get there early to take the final test, that they would allow us more time to finish the final.	Dec 12, 2012 10:13 AM
86	That you do not have to pass the exit exam with an A or B to pass.	Dec 12, 2012 10:11 AM
87	nothing	Dec 12, 2012 9:44 AM
88	Nothing	Dec 12, 2012 8:54 AM
89	my labs plus, it took up all of my time	Dec 12, 2012 8:10 AM
90	na	Dec 12, 2012 8:00 AM
91	This class should be extended to 2 days, we should have more time to learn one lesson, instead of cramming our heads full of different things.	Dec 12, 2012 7:29 AM
92	More problems in class.	Dec 12, 2012 5:46 AM
93	everything	Dec 11, 2012 10:50 PM
94	everything was great	Dec 11, 2012 9:59 PM
95	NONE	Dec 11, 2012 9:59 PM
96	Keep on track on developmental math,and don't confuse someone by placing algebra equations into it,some people never had algebra like me.	Dec 11, 2012 8:50 PM
97	More time on each pasticular area before moving on to next.	Dec 11, 2012 8:48 PM
98	The hours, test, quizzes, and the pase of the class.	Dec 11, 2012 8:42 PM

Page 7, Q4. If you could change some things to make this course better, what would they be?

99	The Instructors	Dec 11, 2012 8:23 PM
100	Nothing	Dec 11, 2012 8:07 PM
101	I wouldn't change nothing, it was well planned out and a success.	Dec 11, 2012 6:43 PM
102	nothing	Dec 11, 2012 6:05 PM
103	The Professor	Dec 11, 2012 5:56 PM
104	the way the course is outlined.... put two small chapters together. apposed to a big chapter and small chapter that have nothing to do with each other.	Dec 11, 2012 5:41 PM
105	I wouldn't change anything.	Dec 11, 2012 5:25 PM
106	I would change the size of the numers in the problems used in the online homework.	Dec 11, 2012 4:24 PM
107	absolutelly the time at least two hours.	Dec 11, 2012 3:49 PM
108	Make MyMathLabs give more problems in sequence to help grasp the concept with more ease.	Dec 11, 2012 2:53 PM
109	Review the online homework and tailor it better to the lessons	Dec 11, 2012 2:39 PM
110	more hours	Dec 11, 2012 1:07 PM
111	I don believe so,	Dec 11, 2012 12:57 PM
112	Take away my math lab	Dec 11, 2012 12:08 PM
113	notjing	Dec 11, 2012 11:35 AM
114	weigh the final less.	Dec 11, 2012 11:15 AM
115	I would add quizzes for status checks on where you are in comprehension of the material.	Dec 11, 2012 11:06 AM
116	More questions on tests because sometimes you make mistakes and 1 question shouldn't cost you 3-5 points and less my labs plus homework!	Dec 11, 2012 10:43 AM
117	learning a few concepts at a time then test on it, instead of learning 10 at a time. its to much t remember.	Dec 11, 2012 10:42 AM
118	I would make there more word problems and I would make more test and also I would weight homework more. I think that if you want people to succeed you need to push them to a certain limit. I feel that the class didn't do anything for me. S. think that the people who missed by a little should be in a little higher level a more challenging 0028	Dec 11, 2012 10:33 AM
119	Nothing really.	Dec 11, 2012 10:07 AM
120	time length	Dec 11, 2012 9:58 AM

Page 7, Q4. If you could change some things to make this course better, what would they be?

121	class more than once a week	Dec 11, 2012 9:44 AM
122	Take home chapter tests instead of in class	Dec 11, 2012 9:33 AM
123	I think classes like this (where students who have to take the class, are taking it because they struggle in it) should be taken 4 or 5 days a week, in shorter time frames. I would also change the professor. I feel I learned more about her piano than I did about math.	Dec 11, 2012 8:26 AM
124	Get the instructor to understand that 99% of the student are people who have full time lives outside of class and that trying to make the rules of every algebra expression as long as possible is no help because this is something we dont use everyday.	Dec 11, 2012 7:58 AM
125	That the use of calculators in class. Even the people in NASA use them why shouldn't the people taking this course.	Dec 11, 2012 6:44 AM
126	They need to change Exist test for both Math and English or make it easier.these courses will make some students drop out.	Dec 11, 2012 12:13 AM
127	nothing	Dec 10, 2012 10:25 PM
128	Nothing at all	Dec 10, 2012 10:07 PM
129	nothing.	Dec 10, 2012 10:05 PM
130	More time for each chapter	Dec 10, 2012 9:49 PM
131	better instructor who are willing to help no matter where the student come from	Dec 10, 2012 9:47 PM
132	More class time to practice problem and have a better understanding for homework.	Dec 10, 2012 9:21 PM
133	N/A	Dec 10, 2012 9:14 PM
134	maybe use the text book wth the students	Dec 10, 2012 9:00 PM
135	Nothing	Dec 10, 2012 8:27 PM
136	--	Dec 10, 2012 8:24 PM
137	Less people in class, the class was pretty full on most days.	Dec 10, 2012 8:04 PM
138	scheduling only tests and not new material on the same day.	Dec 10, 2012 7:36 PM
139	N/A	Dec 10, 2012 7:19 PM
140	I personally prefer doing homework out of the text book instead of online. I learn and do homework better when I write on physical paper and reading from a physical text book. In addition, I wish that professors would use Canvas, used in Cornerstone Experience, to communicate better with students and as a grade book and posting notes or any important information gone over in class or just in general.	Dec 10, 2012 7:02 PM

Page 7, Q4. If you could change some things to make this course better, what would they be?

141	they need a slower pace and the final should not be on everything you learned throughout the semester.	Dec 10, 2012 6:59 PM
142	Nothing on her tests had anything to do with what was in the textbook nor did it prepare me for the final	Dec 10, 2012 6:53 PM
143	have more teachers and class times available	Dec 10, 2012 6:27 PM
144	Nothing. I think the course was great.	Dec 10, 2012 6:04 PM
145	I would hope for more in class learning. Maybe also with the online program, having more realistic problems.	Dec 10, 2012 5:54 PM
146	I would spend more time in class on fractions and decimals if I could.	Dec 10, 2012 5:11 PM
147	While the homework is essentially a good learning tool, it's useless to those who have no time to do it.	Dec 10, 2012 5:04 PM
148	Have the professor take a class on time management, organization and fundamentals of speech. This professor was intimidated by her classes which was reflected in her teaching method making her difficult to understand and she made many errors confusing the students.	Dec 10, 2012 4:46 PM
149	I would have met for a longer period of time and reduced class meetings to 2-3 times per week.	Dec 10, 2012 4:36 PM

Page 7, Q5. Is there anything else you would like to tell us?

1	nope	Jan 29, 2013 11:53 PM
2	no..	Jan 19, 2013 10:24 PM
3	I think my first semester back in school after 35 years was made was so positive because of the instructor- Miss Newell	Jan 15, 2013 11:39 PM
4	no	Jan 14, 2013 2:45 PM
5	I feel the math computer lab should be open later on Fridays in order to provide more access. I understand that I am a college student and should be excited to leave early on friday, but i also understand that being able to complete assignments on time is crucial to my success whether it is the weekend or not. Not everyone has a reliable computer and/or internet connection at home. With this in mind, if the college staff is here to help us succeed, I feel that extending the lab hours wouldn't be too much to ask, especially considering the overinflated cost of the course.	Jan 14, 2013 2:16 PM
6	No.	Jan 13, 2013 10:02 PM
7	I appreciated the flexibility of the Professor and passion in teach math to us. Having her go out of her way to create innovative ways of interacting with peers.	Jan 11, 2013 9:30 AM
8	edson	Jan 9, 2013 5:16 PM
9	The math lab was an absolute life saver. Sometimes you get home to do your homework and more questions arise. Its really nice to have the lab there to answer any questions.	Jan 9, 2013 8:52 AM
10	professors should have more common sense.	Jan 8, 2013 5:24 PM
11	No	Jan 7, 2013 3:34 PM
12	overall the class was helpful in refreshing my memory on the subject.	Jan 7, 2013 9:27 AM
13	My instructor tried everything she could to help me through this course.	Jan 6, 2013 11:39 PM
14	none	Jan 6, 2013 10:03 PM
15	You should update MathXL so it doesn't generate excessive homework on certain modules.	Jan 6, 2013 5:18 PM
16	I believe that there needs to be better professors teaching this class. Please don't get me wrong, she's smart and knows her stuff, she just doesn't know how to teach it to us. She needs to not just show us one way to do a problem but a different way and short cuts. Other professors do teach that way. Also, please keep in mind that you have different learning styles.	Jan 5, 2013 11:15 PM
17	No thank you	Jan 5, 2013 10:50 PM
18	It was a great class, It was a new way of learning math through the computers but I must say it help me improve in all aspects of math. Coming from a person tht has struggle with math , It was awesome .I love it and I passes the class .	Jan 5, 2013 10:26 PM



Page 7, Q5. Is there anything else you would like to tell us?

	sense	
82	no	Dec 11, 2012 1:07 PM
83	No Just.. Thank a lot...	Dec 11, 2012 12:57 PM
84	GET RID OF MY MATH LAB!! The majority of the students want it gone and it would be better for us in the long run to learn the material from a professor not a computer.	Dec 11, 2012 12:08 PM
85	My Professor offered test taking skills such as writing formula's immediately on top of test to refer to. She called it a "data dump" and it really helped throughout the course.	Dec 11, 2012 11:06 AM
86	Professor Parnell Rocks I had her in the summer for 0018 and she should teach other teachers how to teach math! :)	Dec 11, 2012 10:43 AM
87	Professor Contreas is an excellent teacher.	Dec 11, 2012 10:42 AM
88	Fun professor, helps a lot. Just gets off topic a little too much. But ya:)	Dec 11, 2012 10:33 AM
89	I knew coming back to college after 20 years would be tough, especially since I have not been in a math classroom since 1988. Professor Zamor took those fears away, I have learned more math in the last few months than I ever have. The only time math has ever made sense to me was in this class. I'm not so nervous going on to the next class now.	Dec 11, 2012 10:07 AM
90	no	Dec 11, 2012 9:44 AM
91	no	Dec 11, 2012 9:33 AM
92	I am very upset that I might not pass my class and have to retake it due to the fact that the instructor was no help in teaching it	Dec 11, 2012 7:58 AM
93	Professor Zamor, is an excellent instructor	Dec 11, 2012 7:57 AM
94	That if this was not a requirement I would not have taken it.	Dec 11, 2012 6:44 AM
95	no	Dec 11, 2012 12:13 AM
96	I would like Mrs. Freese to teach my future math courses	Dec 10, 2012 10:25 PM
97	Smart teacher she really knows her stuff and she makes us comfortable about math and I never thought that I could love math	Dec 10, 2012 10:07 PM
98	no.	Dec 10, 2012 10:05 PM
99	I have taken this class for 2 semesters and 1 mini session which I shouldn't have done the mini. I am so frustrated since I need this class to move on.	Dec 10, 2012 9:55 PM
100	i am very disapointed with the instructor the way he taugh us the class i could not pass the class and now i have to repeat the same course waiste of time money just in my homework i spent about 100 hours and i did not learn anything nothing nada	Dec 10, 2012 9:47 PM



Page 7, Q5. Is there anything else you would like to tell us?

101	N/A	Dec 10, 2012 9:14 PM
102	this class was a good class the teacher was very patient whit all of us to explain and teaching us	Dec 10, 2012 9:00 PM
103	Please don't ever get rid of math lab. I go there almost every day!	Dec 10, 2012 8:27 PM
104	I learned alot and appreciate the professor's patience and I did not use the math lab much, but it is nice to know it is there.	Dec 10, 2012 8:24 PM
105	the professor was the key to my success in this class. she made the material easy to understand for someone that is "math handicap" id really prefer that attendance be alittle more flexible for good reasons, and not dock points for missing if you are doing well on the homework and material.	Dec 10, 2012 7:36 PM
106	FIRE PROFESSOR DAVIS. THE MOST INCOMPETENT PROFESSOR I'VE EVER HAD IN MY COLLEGE YEARS!!!!!!!!!!!!!!!!!!!!!!	Dec 10, 2012 6:53 PM
107	having the math course online made math so much easier !!	Dec 10, 2012 6:27 PM
108	I really enjoyed this course. The teacher was very helpful. Mathxl was very user friendly.	Dec 10, 2012 6:04 PM
109	no	Dec 10, 2012 5:11 PM
110	I'm incredibly displeased with the rungs I have to climb in order to get to the course that would get me an AA. This is really proving to draw more money out of me than anything - something that's not effective in the grand scope of taking more classes that I'd need to graduate. I'm more likely to run out of money used for college than graduate. Before you immediately think, "That's what financial aid is for." take a moment to realize that a student may not want any more debts, nor to default on them in the future. I personally feel I'd be getting a better deal in being allowed to enroll in the college algebra class I need for my AA than hitting a brick wall with a class that contains the material I do in fact know and understand, but have hit a brick wall with and cannot seem to get passed it. I strongly feel that the current class formats are providing me no aid in the respect of retaining knowledge in order to test.	Dec 10, 2012 5:04 PM
111	Thsi professor is not yet prepared to be a professor of REMEDIAL MATH. AT time the professor forgot she was teaching us and would get lost in her own "world" of Mathamatics. Please provide her with better preparation and training in teaching a college course. Thank you.	Dec 10, 2012 4:46 PM




1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		94.9%	37
I do not agree to participate.		5.1%	2
		answered question	39
		skipped question	0



2. Please indicate the Reading course you enrolled in this semester.

		Response Percent	Response Count
REA 0007 - Developmental Reading I		20.0%	7
REA 0017 -Developmental Reading II		80.0%	28
I did not have a Reading class this semester.		0.0%	0
		answered question	35
		skipped question	4





3. My Reading class was scheduled to meet _____ times a week.

		Response Percent	Response Count
One		13.9%	5
Two		83.3%	30
Three		2.8%	1
Four		0.0%	0
answered question			36
skipped question			3



4. Please indicate your gender.

		Response Percent	Response Count
Male		16.7%	6
Female		83.3%	30
answered question			36
skipped question			3

5. Tell us your approximate age.

		Response Percent	Response Count
below 18		0.0%	0
18 to 21		66.7%	24
21 to 29		22.2%	8
30 to 39		8.3%	3
40 to 49		2.8%	1
50 and over		0.0%	0
answered question			36
skipped question			3

6. Was this your first year in college?

		Response Percent	Response Count
Yes		83.3%	30
No		16.7%	6
answered question			36
skipped question			3

7. I believe I have improved in the following areas since taking this Reading class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
Reading college textbooks	14.3% (5)	0.0% (0)	22.9% (8)	28.6% (10)	34.3% (12)	3.69	35
Reading novels	14.3% (5)	5.7% (2)	28.6% (10)	17.1% (6)	34.3% (12)	3.51	35
Reading for fun	14.3% (5)	2.9% (1)	37.1% (13)	14.3% (5)	31.4% (11)	3.46	35
Understanding what I read	14.3% (5)	0.0% (0)	25.7% (9)	28.6% (10)	31.4% (11)	3.63	35
Expanding my vocabulary	8.8% (3)	2.9% (1)	11.8% (4)	35.3% (12)	41.2% (14)	3.97	34
answered question							35
skipped question							4

8. I benefitted from the following aspects of the College Prep Lab for Reading this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The resources available in the Lab	5.7% (2)	5.7% (2)	25.7% (9)	31.4% (11)	31.4% (11)	3.77	35
The instructional assistants	5.7% (2)	2.9% (1)	28.6% (10)	34.3% (12)	28.6% (10)	3.77	35
The access to computers	8.6% (3)	0.0% (0)	22.9% (8)	31.4% (11)	37.1% (13)	3.89	35
The programs on the computers	8.6% (3)	2.9% (1)	22.9% (8)	28.6% (10)	37.1% (13)	3.83	35
The hours the Lab was open and available to me	11.4% (4)	2.9% (1)	17.1% (6)	28.6% (10)	40.0% (14)	3.83	35
answered question							35
skipped question							4

9. I was satisfied with the following aspects of my Reading class this semester.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Rating Count
The novel or stories we read for the class	25.7% (9)	2.9% (1)	14.3% (5)	25.7% (9)	31.4% (11)	3.34	35
The information on the course syllabus	8.6% (3)	0.0% (0)	20.0% (7)	22.9% (8)	48.6% (17)	4.03	35
The course textbook	5.7% (2)	2.9% (1)	25.7% (9)	25.7% (9)	40.0% (14)	3.91	35
The homework assigned	5.7% (2)	2.9% (1)	28.6% (10)	20.0% (7)	42.9% (15)	3.91	35
The number of tests	5.7% (2)	0.0% (0)	28.6% (10)	22.9% (8)	42.9% (15)	3.97	35
The length of time of each class	11.4% (4)	0.0% (0)	28.6% (10)	22.9% (8)	37.1% (13)	3.74	35
The frequency of class meetings	5.7% (2)	0.0% (0)	28.6% (10)	20.0% (7)	45.7% (16)	4.00	35
The pace of the course	5.7% (2)	2.9% (1)	28.6% (10)	17.1% (6)	45.7% (16)	3.94	35
answered question							35
skipped question							4

10. This Reading course prepared me for:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
The textbook reading I will do in college	11.4% (4)	5.7% (2)	14.3% (5)	45.7% (16)	22.9% (8)	3.63	35
The expectations of college courses	8.6% (3)	5.7% (2)	14.3% (5)	45.7% (16)	25.7% (9)	3.74	35
The time management I must have in college	8.6% (3)	5.7% (2)	8.6% (3)	45.7% (16)	31.4% (11)	3.86	35
The skills I need to take tests in college	8.6% (3)	2.9% (1)	14.3% (5)	40.0% (14)	34.3% (12)	3.89	35
The technology used in college courses	8.8% (3)	2.9% (1)	14.7% (5)	35.3% (12)	38.2% (13)	3.91	34
answered question							35
skipped question							4

11. What was the most important thing you learned in this class?

	Response Count
	23
answered question	23
skipped question	16

12. Please indicate the things you liked BEST about your Reading class this semester at Edison State College.

	Response Count
	24
answered question	24
skipped question	15

13. Please tell us the things you liked LEAST about your Reading class this semester.

	Response Count
	26
answered question	26
skipped question	13

14. If you could change some things to make this course better, what would they be?

	Response Count
	23
answered question	23
skipped question	16

15. Is there anything else you would like to tell us?

	Response Count
	18
answered question	18
skipped question	21

Page 7, Q1. What was the most important thing you learned in this class?

1	Building up vocabulary.	Jan 11, 2013 12:23 PM
2	All the skills when reading and taking a test	Jan 8, 2013 11:38 AM
3	Understanding what I am doing.	Jan 7, 2013 3:26 PM
4	How to understand a passage better.	Jan 7, 2013 10:25 AM
5	Interpreting main ideas.	Jan 5, 2013 8:35 PM
6	transition words	Jan 5, 2013 12:53 AM
7	To expand my vocabulary	Jan 4, 2013 2:02 PM
8	Vocabulary.	Dec 31, 2012 2:03 PM
9	know a lot of uncommon words,how to read properly and improve my pronunciation	Dec 30, 2012 5:00 PM
10	Re read	Dec 30, 2012 3:54 PM
11	How to find a main idea...	Dec 29, 2012 6:24 PM
12	Learning to understand what I read	Dec 29, 2012 2:43 PM
13	How to search a main title and the major details in a paragraph.	Dec 28, 2012 11:07 PM
14	Main idea	Dec 20, 2012 1:25 PM
15	how to apply learning strategies to find the answers	Dec 17, 2012 10:21 AM
16	how to breakdown reading passages and think through while reading.	Dec 11, 2012 10:22 PM
17	No clue. Felt like I didn't learn anything	Dec 11, 2012 10:26 AM
18	vocabulary and timing.	Dec 11, 2012 9:50 AM
19	Understanding How To Pick Out The Main Idea	Dec 10, 2012 8:19 PM
20	I learned many new vocabulary words and strategies that I can use when identifying main idea, drawing inferences, and many other areas in identifying things.	Dec 10, 2012 6:54 PM
21	expanding vocabulary	Dec 10, 2012 4:30 PM
22	Comprehending the story(ies) main idea	Dec 10, 2012 3:49 PM
23	it helped me enhance my vocabulary	Dec 10, 2012 1:58 PM

Page 7, Q2. Please indicate the things you liked BEST about your Reading class this semester at Edison State College.

1	Working in groups with other classmates.	Jan 11, 2013 12:23 PM
2	It was very well paced, and being able to discuss the topics with the whole class	Jan 8, 2013 11:38 AM
3	The teacher used the class time wisely.	Jan 7, 2013 3:26 PM
4	Easy to understand, fun, made me want to learn more	Jan 7, 2013 10:25 AM
5	Group assignments. Literature circles.	Jan 5, 2013 8:35 PM
6	Everything	Jan 5, 2013 9:32 AM
7	Amazing professor! She made it so much better	Jan 5, 2013 12:53 AM
8	I liked my Professor because she took the time to help us understand everything in a very good pace.	Jan 4, 2013 2:02 PM
9	I didn't like reading with English (I love reading with another language...) After I took this class it little easier for me to understand English.	Dec 31, 2012 2:03 PM
10	vocabulary	Dec 30, 2012 5:00 PM
11	Professor Hester was funny...	Dec 29, 2012 6:24 PM
12	How small it was	Dec 29, 2012 2:43 PM
13	Everything we did in class was a pleasure for me.	Dec 28, 2012 11:07 PM
14	Vocab	Dec 20, 2012 1:25 PM
15	my professor	Dec 17, 2012 10:21 AM
16	the teacher she was so patient and care about the success of each and everybody in the class.	Dec 11, 2012 10:22 PM
17	The person I sat next to	Dec 11, 2012 10:26 AM
18	the Proffesor	Dec 11, 2012 9:50 AM
19	The Prof. made the class fun	Dec 10, 2012 8:51 PM
20	The Instuctor Is Awsomeness	Dec 10, 2012 8:19 PM
21	The thing I liked best about this class is the vocabulary course book for this class. It really helped me build my vocabulary.	Dec 10, 2012 6:54 PM
22	Mrs. Lemaster	Dec 10, 2012 4:30 PM
23	Team effort instead of reading stories indivisually.	Dec 10, 2012 3:49 PM
24	the professor	Dec 10, 2012 1:58 PM

Page 7, Q3. Please tell us the things you liked LEAST about your Reading class this semester.

1	There was nothing I didn't like.	Jan 11, 2013 12:23 PM
2	nothing	Jan 8, 2013 11:38 AM
3	Mornings	Jan 7, 2013 3:26 PM
4	nothing	Jan 7, 2013 10:25 AM
5	Cold classroom.	Jan 5, 2013 8:35 PM
6	None	Jan 5, 2013 9:32 AM
7	n/a	Jan 5, 2013 12:53 AM
8	Nothing	Jan 4, 2013 2:02 PM
9	The professor was nice so I could relax to study.	Dec 31, 2012 2:03 PM
10	none	Dec 30, 2012 5:00 PM
11	Very slow pace, and teacher treated us like children	Dec 30, 2012 3:54 PM
12	Reading groups...	Dec 29, 2012 6:24 PM
13	N/A	Dec 29, 2012 2:43 PM
14	I don't really have something that I didn't like during this semester.	Dec 28, 2012 11:07 PM
15	Novel	Dec 20, 2012 1:25 PM
16	nothing	Dec 17, 2012 10:21 AM
17	n/a	Dec 11, 2012 10:22 PM
18	Everything. Waste of money	Dec 11, 2012 10:26 AM
19	some of my classmates behavior in class	Dec 11, 2012 9:50 AM
20	some of the students were obnoxious.	Dec 10, 2012 8:51 PM
21	They Were Non Christian Novels	Dec 10, 2012 8:19 PM
22	It seemed to me that my professor for this class was not very personable. In addition, I would have liked to work in groups more in this class. I feel that when students work together to complete assignments or group projects, students learn better and learn from their mistakes.	Dec 10, 2012 6:54 PM
23	The class is a joke	Dec 10, 2012 4:30 PM
24	The day I picked to attend my Reading classes on.	Dec 10, 2012 3:49 PM
25	The professor	Dec 10, 2012 3:27 PM
26	that the professor didnt give like any extra credit	Dec 10, 2012 1:58 PM


Page 7, Q4. If you could change some things to make this course better, what would they be?

1	I wouldn't change anything.	Jan 11, 2013 12:23 PM
2	Nothing	Jan 8, 2013 11:38 AM
3	Making it an evening class.	Jan 7, 2013 3:26 PM
4	nothing	Jan 7, 2013 10:25 AM
5	Better room.	Jan 5, 2013 8:35 PM
6	oral testing, only because some people like myself have test taking trouble	Jan 5, 2013 12:53 AM
7	I would change the fact that we only get a chance to read one novel that semester. I would prefer to read at 2 novels.	Jan 4, 2013 2:02 PM
8	I wouldn't change a thing.	Dec 31, 2012 2:03 PM
9	an other professor who can help student that English isn't their first language in their practice	Dec 30, 2012 5:00 PM
10	Speed up the pace	Dec 30, 2012 3:54 PM
11	Nothingg	Dec 29, 2012 6:24 PM
12	N/A	Dec 29, 2012 2:43 PM
13	Everything that I want to change already fixed.....	Dec 28, 2012 11:07 PM
14	Nothing	Dec 20, 2012 1:25 PM
15	nothing great teacher she cares about her students and teaches very well	Dec 17, 2012 10:21 AM
16	Everything is perfect.	Dec 11, 2012 10:22 PM
17	To actually learn something and not be treated like middle school reading	Dec 11, 2012 10:26 AM
18	nothing	Dec 11, 2012 9:50 AM
19	I Would Get Christian Novels	Dec 10, 2012 8:19 PM
20	Some things that would make this course better are to urge students to work together or assignments or group projects. Also, students feel more comfortable in a class room setting when the professor is personable and open to helping students. In my case, my professor was not very personable. I would have felt more comfortable asking more questions and communicating better in class.	Dec 10, 2012 6:54 PM
21	eliminate it	Dec 10, 2012 4:30 PM
22	The time scheduled for the reading class to be used wisely, meaning for the instructor/professor to teach until scheduled time that the student(s) has signed up and paid for	Dec 10, 2012 3:49 PM
23	reading better books.	Dec 10, 2012 1:58 PM






Page 7, Q5. Is there anything else you would like to tell us?

1	I had a great semester with Ms. LeMaster!	Jan 11, 2013 12:23 PM
2	No	Jan 8, 2013 11:38 AM
3	No	Jan 7, 2013 3:26 PM
4	I enjoyed myclass	Jan 7, 2013 10:25 AM
5	n/a	Jan 5, 2013 8:35 PM
6	n/a	Jan 5, 2013 12:53 AM
7	No	Jan 4, 2013 2:02 PM
8	none	Dec 30, 2012 5:00 PM
9	Nopee	Dec 29, 2012 6:24 PM
10	At first I didn't want to take the reading class because it was such a long class. But now that I look back I'm really glad I took it.	Dec 29, 2012 2:43 PM
11	No, Every single thing was straight....Appreciated.....	Dec 28, 2012 11:07 PM
12	no	Dec 20, 2012 1:25 PM
13	i love edison state college	Dec 17, 2012 10:21 AM
14	keep doing the great job that you guys are doing.	Dec 11, 2012 10:22 PM
15	It Should Be 4 days instead of 2	Dec 10, 2012 8:19 PM
16	This was a waste of my money. Should've just retaken the placement test so I could take composition instead.	Dec 10, 2012 4:30 PM
17	no comment	Dec 10, 2012 3:49 PM
18	for the books name like romance, mystery, history (like the diary of anne frank) , and other and so a little suvery in the class and then put them in the group together if there is 25 kids put only 5 in a group.	Dec 10, 2012 1:58 PM



















1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-433-8032 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		100.0%	97
I do not agree to participate.		0.0%	0
		answered question	97
		skipped question	0

2. Which is your current English for Academic Purposes (EAP) level?









		Response Percent	Response Count
Level 2		16.1%	15
Level 3		15.1%	14
Level 4		23.7%	22
Level 5		30.1%	28
Level 6		15.1%	14
		answered question	93
		skipped question	4

3. Which is your country/territory of origin?









		Response Percent	Response Count
Albania		0.0%	0
Bangladesh		0.0%	0
Bolivia		2.1%	2
Brazil		5.3%	5
China		0.0%	0
Colombia		10.6%	10
Cuba		18.1%	17
Dominican Republic		2.1%	2
Ecuador		1.1%	1
Egypt		1.1%	1
El Salvador		3.2%	3
Guatemala		1.1%	1
Haiti		23.4%	22
Honduras		2.1%	2
Lithuania		1.1%	1
Mexico		1.1%	1
Nicaragua		1.1%	1
Peru		7.4%	7
Phillipines		2.1%	2
Puerto Rico		2.1%	2
Russia		0.0%	0
South Korea		0.0%	0
Ukraine		2.1%	2

Uzbekistan		1.1%	1
Vietnam		3.2%	3
Other (please specify)		8.5%	8
answered question			94
skipped question			3



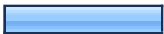

4. Which is your native language?

		Response Percent	Response Count
Arabic		2.2%	2
Bengali		0.0%	0
Cantonese		0.0%	0
Haitian Kreyol and/or French		21.5%	20
Korean		0.0%	0
Portuguese		5.4%	5
Spanish		57.0%	53
Tagalog		2.2%	2
Russian		3.2%	3
Uzbek		0.0%	0
Vietnamese		3.2%	3
Other (please specify)		5.4%	5
answered question			93
skipped question			4

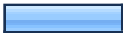

5. What is your highest level of education from your native country?

		Response Percent	Response Count
Elementary/primary school.		2.1%	2
Middle/intermediate school.		2.1%	2
High/secondary school.		63.8%	60
Vocational/technical school.		7.4%	7
Bachelor's/baccalaureate degree.		18.1%	17
Master's/graduate degree.		3.2%	3
Medical Degree.		2.1%	2
Law Degree.		1.1%	1
		answered question	94
		skipped question	3






6. How many years have you been in the U.S.?

		Response Percent	Response Count
Less than 1 year.		4.3%	4
1-2 years.		13.8%	13
3-5 years.		23.4%	22
More than 5 years.		58.5%	55
		answered question	94
		skipped question	3



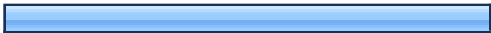

7. Did you attend a U.S. high school?

		Response Percent	Response Count
Yes		17.2%	16
No		82.8%	77
		answered question	93
		skipped question	4



8. How many years of K-12 schooling did you attend in the U.S.?

		Response Percent	Response Count
0 (None)		71.0%	66
Less than 1 year.		8.6%	8
1-2 years.		10.8%	10
3-5 years.		3.2%	3
More than 5 years.		6.5%	6
		answered question	93
		skipped question	4



9. Which is your main reason for taking English for Academic Purposes (EAP) courses?

		Response Percent	Response Count
To improve conversational English.		16.1%	15
To improve workplace English.		4.3%	4
To improve academic English to use in college courses.		73.1%	68
To improve English to pass the TOEFL.		6.5%	6
Other (please specify)			2
answered question			93
skipped question			4

10. Do you intend to study for a degree/career at Edison State College?

		Response Percent	Response Count
Yes		92.5%	86
No		7.5%	7
answered question			93
skipped question			4

11. Do you intend to pursue a degree at a U.S. college or university (other than Edison State College)?

		Response Percent	Response Count
Yes		64.9%	61
No		35.1%	33
answered question			94
skipped question			3

12. I believe that EAP courses are helping me improve academic English.

	Strongly Disagree	Disagree	Nuetral	Agree	Strongly Agree	Rating Average	Rating Count
I...	5.4% (5)	0.0% (0)	3.2% (3)	41.9% (39)	49.5% (46)	4.30	93
answered question							93
skipped question							4



13. I believe the EAP courses are helping prepare me for college courses.

	Strongly Disagree	Disagree	Nuetral	Agree	Strongly Agree	Rating Average	Rating Count
I...	5.4% (5)	0.0% (0)	4.3% (4)	44.6% (41)	45.7% (42)	4.25	92
answered question							92
skipped question							5



14. I believe that the EAP courses are helping prepare me for career success.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
I...	5.4% (5)	0.0% (0)	6.5% (6)	47.8% (44)	40.2% (37)	4.17	92
answered question							92
skipped question							5

15. I would like to take English for Academic Purposes (EAP) courses during the morning.

		Response Percent	Response Count
Yes		52.7%	49
No		47.3%	44
answered question			93
skipped question			4

16. I would like to take English for Academic Purposes (EAP) courses in the early afternoon.

		Response Percent	Response Count
Yes		59.1%	55
No		40.9%	38
answered question			93
skipped question			4

17. What can we do to improve your experience in English for Academic Purposes (EAP) courses?

**Response
Count**

56

answered question

56

skipped question

41

18. What can we do to improve instruction in the English for Academic Purposes (EAP) courses?

**Response
Count**

47

answered question

47

skipped question

50

19. If you could change the English for Academic Purposes (EAP) program in any way, what would you change?

**Response
Count**

47

answered question

47

skipped question

50

Page 3, Q2. Which is your country/territory of origin?

1	Romania	Dec 3, 2012 5:12 PM
2	JORDAN	Dec 3, 2012 11:10 AM
3	ARGENTINA	Nov 30, 2012 3:27 PM
4	Costa Rica	Nov 30, 2012 10:44 AM
5	Argentina	Nov 29, 2012 12:52 PM
6	Venezuela	Nov 28, 2012 6:26 PM
7	Czech Republic	Nov 28, 2012 6:21 PM
8	Poland	Nov 21, 2012 11:33 AM

Page 3, Q3. Which is your native language?

1	Romanian	Dec 3, 2012 5:12 PM
2	Litnianian	Nov 28, 2012 6:37 PM
3	czech	Nov 28, 2012 6:21 PM
4	creol	Nov 21, 2012 11:46 AM
5	Polish	Nov 21, 2012 11:33 AM

Page 3, Q8. Which is your main reason for taking English for Academic Purposes (EAP) courses?

1	required to take comp 1	Nov 20, 2012 2:20 PM
2	medical school	Nov 20, 2012 2:20 PM

Page 3, Q16. What can we do to improve your experience in English for Academic Purposes (EAP) courses?

1	OPEN GROUPS TO PRACTICE THE LANGUAGE	Dec 10, 2012 6:49 PM
2	to open more evening and saturday classes.	Dec 10, 2012 1:33 PM
3	The profesors should have more experiencie. Grammar is the most important course and we need a very good profesor.	Dec 6, 2012 6:41 PM
4	I'm already find all the help that i need.	Dec 6, 2012 5:01 PM
5	I would like to have final on different day for each class. Having two finals on the same day is too much.	Dec 5, 2012 7:19 PM
6	we need more hours to practice the (EAP) courses.	Dec 5, 2012 5:20 PM
7	We need more hours to practice(EAP) courses.	Dec 5, 2012 5:19 PM
8	Edison might add vocalization classes for non-native.	Dec 4, 2012 9:01 PM
9	I go to conversation cafe to talk for everybody.	Dec 4, 2012 8:08 PM
10	To improve my experience in English for Academic Purpose we can give me more time in class to practice.	Dec 4, 2012 7:27 PM
11	People from Lab they need to prepare more for EAP students.	Dec 4, 2012 7:03 PM
12	more classes at the afternoon	Dec 4, 2012 6:57 PM
13	Nothing, I think it is great.	Dec 4, 2012 4:08 PM
14	FOCUS MORE TIP THAN QUIZES	Dec 4, 2012 1:02 PM
15	You can give more practice activities.	Dec 3, 2012 6:23 PM
16	Teacher to explain more.	Dec 3, 2012 5:12 PM
17	NONE	Nov 30, 2012 3:27 PM
18	More helping with Tutoring.	Nov 30, 2012 2:10 PM
19	Being a good, helpful and more patience for the students.	Nov 29, 2012 7:53 PM
20	STUDY MORE AND MORE PRATICE	Nov 28, 2012 7:51 PM
21	read writing	Nov 28, 2012 7:46 PM
22	More presentation in class because the main problem for EAP students how to comunicate ideas.	Nov 28, 2012 6:37 PM
23	Practice more English grammar through hands-on exercises	Nov 28, 2012 6:37 PM
24	not be cheap	Nov 28, 2012 6:34 PM
25	We suppose to have a class conversation with students	Nov 28, 2012 6:33 PM

Page 3, Q16. What can we do to improve your experience in English for Academic Purposes (EAP) courses?

26	we need more classes on the week	Nov 28, 2012 6:32 PM
27	More practice and a good teacher.	Nov 28, 2012 6:29 PM
28	more meeting with conversation cafe	Nov 28, 2012 6:27 PM
29	Having more exercises at the computer to practice	Nov 28, 2012 6:26 PM
30	more meeting on conversation cafe	Nov 28, 2012 6:26 PM
31	use the same books that are used for native Americans	Nov 28, 2012 11:15 AM
32	nothing, I think your experience in English for Academic Purposes (EAP) courses is really good now.	Nov 27, 2012 5:23 PM
33	this course is low for me, i need to study something harder	Nov 27, 2012 5:19 PM
34	It is just fine.	Nov 26, 2012 3:42 PM
35	I think You did good.	Nov 26, 2012 10:12 AM
36	I'm study	Nov 21, 2012 4:23 PM
37	The same teacher teaches grammar and writing with the same students.	Nov 21, 2012 2:55 PM
38	you need to give more people for help.	Nov 21, 2012 11:46 AM
39	In my opinion, Edison State College have an excellent program.	Nov 21, 2012 11:36 AM
40	every thing is ok	Nov 20, 2012 8:35 PM
41	i think the students need more time to practice speech	Nov 20, 2012 2:44 PM
42	no comment	Nov 20, 2012 2:27 PM
43	have more classes available	Nov 20, 2012 2:20 PM
44	No comments	Nov 20, 2012 2:20 PM
45	All the class is fine	Nov 19, 2012 6:37 PM
46	no all is right.	Nov 19, 2012 6:34 PM
47	Nothing, I think the classes is ok	Nov 19, 2012 6:30 PM
48	All programs are very good, but I don't have enough time because I need work.	Nov 19, 2012 6:29 PM
49	The Conversation Cafe is good, you can practice your speech.	Nov 19, 2012 6:29 PM
50	MORE GRAMMAR CAFE	Nov 19, 2012 6:28 PM
51	Read more and listening to the music	Nov 19, 2012 6:27 PM
52	I think we need to do a little bit more practice in the speech class	Nov 19, 2012 5:09 PM

Page 3, Q16. What can we do to improve your experience in English for Academic Purposes (EAP) courses?

53	better teachers	Nov 19, 2012 4:58 PM
54	everything is fine	Nov 19, 2012 4:57 PM
55	KEPP DOING YOUR JOB	Nov 19, 2012 4:56 PM
56	better teacher	Nov 15, 2012 6:29 PM

Page 3, Q17. What can we do to improve instruction in the English for Academic Purposes (EAP) courses?

1	NOTHING	Dec 10, 2012 6:49 PM
2	I don't have anything to say about this.	Dec 10, 2012 1:33 PM
3	Better books.	Dec 6, 2012 6:41 PM
4	I think like they need a teacher to be here,that can help those students whenever they need help.	Dec 6, 2012 5:01 PM
5	same	Dec 5, 2012 7:19 PM
6	We need a concelor to help the (EAP) studends.	Dec 5, 2012 5:20 PM
7	We need a concelor to help the (EAP) studends.	Dec 5, 2012 5:19 PM
8	Edison should select the professors for EAP classes. Some of them are not really helping to improve our English skills.	Dec 4, 2012 9:01 PM
9	I understand and listening better the professor	Dec 4, 2012 8:08 PM
10	To improve instruction in English for Academic Purpose courses we can do all chapter in those books we use.	Dec 4, 2012 7:27 PM
11	Everything is to fast ,and I beleived that we need more time to process all the information.	Dec 4, 2012 7:03 PM
12	I	Dec 4, 2012 12:47 PM
13	Teacher to explain more.	Dec 3, 2012 5:12 PM
14	NONE	Nov 30, 2012 3:27 PM
15	Choose carfully a book and give as more material .	Nov 30, 2012 2:10 PM
16	MORE WORKS	Nov 28, 2012 7:51 PM
17	by speaking	Nov 28, 2012 7:46 PM
18	Include more grammar exercises	Nov 28, 2012 6:37 PM
19	Improve profesors and classsrooms	Nov 28, 2012 6:34 PM
20	Gather all the English vocabulary and make us study them	Nov 28, 2012 6:33 PM
21	none	Nov 28, 2012 6:29 PM
22	That the teacher be more helpfull with the student and accessible to explain when the student do not understand	Nov 28, 2012 6:26 PM
23	extended the time on the lab in weekends	Nov 28, 2012 6:26 PM
24	idk	Nov 28, 2012 11:15 AM
25	You guys do verry good! I feel anything be ok with me!	Nov 27, 2012 5:23 PM

Page 3, Q17. What can we do to improve instruction in the English for Academic Purposes (EAP) courses?

26	everything is ok	Nov 26, 2012 4:43 PM
27	It is just fine.	Nov 26, 2012 3:42 PM
28	We need more qualified professors.	Nov 26, 2012 10:12 AM
29	they run in the classes.	Nov 21, 2012 2:55 PM
30	encourage the teachers.	Nov 21, 2012 11:46 AM
31	In my opinion, Edison State Collge have an excelent program.	Nov 21, 2012 11:36 AM
32	everything is ok	Nov 20, 2012 8:35 PM
33	no comment	Nov 20, 2012 2:27 PM
34	its really good so far	Nov 20, 2012 2:20 PM
35	No comments	Nov 20, 2012 2:20 PM
36	We need more listening and speaking	Nov 19, 2012 6:37 PM
37	I think we need more listening,because listening improve more.	Nov 19, 2012 6:34 PM
38	Everything is ok	Nov 19, 2012 6:30 PM
39	visiting sometimes the class.	Nov 19, 2012 6:29 PM
40	You should not do anything because as this is very well.	Nov 19, 2012 6:29 PM
41	MORE CONVERSATION IN CLASS	Nov 19, 2012 6:28 PM
42	more practice	Nov 19, 2012 6:27 PM
43	More qualify professor	Nov 19, 2012 5:09 PM
44	better textbooks	Nov 19, 2012 4:58 PM
45	nothing	Nov 19, 2012 4:57 PM
46	KEPP DOING YOUR JOB	Nov 19, 2012 4:56 PM
47	better books	Nov 15, 2012 6:29 PM

Page 3, Q18. If you could change the English for Academic Purposes (EAP) program in any way, what would you change?

1	NOTHING	Dec 10, 2012 6:49 PM
2	It is perfect right now, I would not make any changes at this time.	Dec 10, 2012 1:33 PM
3	I would change the writing book ,to put more picture on it.	Dec 6, 2012 5:01 PM
4	Go over less chapter by semester.	Dec 5, 2012 7:19 PM
5	The (EAP) program it's good ,don't change any	Dec 5, 2012 5:20 PM
6	The (EAP) program doesn't need any change.	Dec 5, 2012 5:19 PM
7	As I said starting to select the professors to get better english students. The learning is not a game.	Dec 4, 2012 9:01 PM
8	I want not change my program in any way.	Dec 4, 2012 8:08 PM
9	If I can change the English Academic Purpose in any way , it.will be: give more time to each chap[ter, get more practice and then teach more slowly.	Dec 4, 2012 7:27 PM
10	Better books.(skill for success is not good at all)	Dec 4, 2012 7:03 PM
11	more classes at afternoon	Dec 4, 2012 6:57 PM
12	take out some of the level	Dec 4, 2012 2:33 PM
13	REMIND PROFESSOR ANHD SHARE EXPERRIEN	Dec 4, 2012 1:02 PM
14	All teachers will be trained professionally as Mr. Willams T.	Dec 3, 2012 5:12 PM
15	NONE	Nov 30, 2012 3:27 PM
16	I would like to change , nursing program. For ex. CNA.	Nov 30, 2012 2:10 PM
17	The listening and speking class is like reading class. I suggest in the spiking class the proffesor correct our pronunciation and more toking during the class for students.	Nov 29, 2012 12:49 PM
18	SPEND MORE TIME WITH THE STUDENTS	Nov 28, 2012 7:51 PM
19	nothing	Nov 28, 2012 7:46 PM
20	Test students more often so they must do their homework	Nov 28, 2012 6:37 PM
21	may be	Nov 28, 2012 6:34 PM
22	online practice with the code.	Nov 28, 2012 6:29 PM
23	none	Nov 28, 2012 6:26 PM
24	I dont change anything, just the hours on weekends	Nov 28, 2012 6:26 PM
25	idk	Nov 28, 2012 11:15 AM

Page 3, Q18. If you could change the English for Academic Purposes (EAP) program in any way, what would you change?

26	I think the grammar book is not good, the lesson is not connected. because in my view, I didn't take the level 2, so when I take grammar class for the level 3 I have a lot of problem. So I think it's better if you can change another grammar book!.	Nov 27, 2012 5:23 PM
27	none.	Nov 26, 2012 3:42 PM
28	Giving to students the opportunity to retake the placement test at any time.	Nov 26, 2012 10:12 AM
29	Nothing	Nov 21, 2012 4:23 PM
30	more hours teach with the same professor.	Nov 21, 2012 2:55 PM
31	I would like to reduce the classes; instead, 4 classes in each EAP, you can put 2 semesters for each	Nov 21, 2012 11:46 AM
32	For me, is excellent and 4th level is better than 3rd level	Nov 21, 2012 11:36 AM
33	nothing	Nov 20, 2012 8:35 PM
34	to have more options to select the time classes	Nov 20, 2012 2:44 PM
35	nothing	Nov 20, 2012 2:27 PM
36	that some classes won't be so long like 2 in 1	Nov 20, 2012 2:20 PM
37	All is ok	Nov 19, 2012 6:37 PM
38	For me all is right too.	Nov 19, 2012 6:34 PM
39	The Price, it's too expensive.	Nov 19, 2012 6:30 PM
40	more laboratory	Nov 19, 2012 6:29 PM
41	Well, I will change the time of classes, I would like to have classes in the morning.	Nov 19, 2012 6:29 PM
42	I DON'T WANT TO CHANGE NOTHING	Nov 19, 2012 6:28 PM
43	we do not need to change it because it is already effective for the student	Nov 19, 2012 5:09 PM
44	more conversation	Nov 19, 2012 4:58 PM
45	nothing	Nov 19, 2012 4:57 PM
46	NOTHING	Nov 19, 2012 4:56 PM
47	the teacher tough	Nov 15, 2012 6:29 PM

Diagnostic Test Reports

Edison State College

Reading Gains

Report Scope: Locations
Broken Down By: Location

Time Frame: All Dates
Student Filtering: OFF

<u>Location</u>	<u>Student Count</u>	<u>Testing Period 1</u> (8/27/12 to 9/18/12)		<u>Testing Period 2</u> (11/19/12 to 12/12/12)		<u>Gains</u>	
		<u>Mean SS</u>	<u>SE of Mean SS</u>	<u>Mean SS</u>	<u>SE of Mean SS</u>	<u>Mean SS Difference</u>	<u>SE of Mean SS Difference</u>
Edison State College	329	3030	(11)	3057	(11)	+27	(8)

Student Filtering: Demographics

Demographic Filtering: All Included

Student Filtering: Groups

Group Filtering: All Included

- Student Count** Number of students who completed a test within a given subject area.
- Mean SS** Arithmetic mean of the overall Scaled Score (SS) for a group of interest.
- SE of Mean SS** Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.
- N/A** Not Applicable.

* The SS Difference is not significant if it is less than the SE of Mean SS Difference in absolute value.

--- The SS Difference is not displayed if the test interval is less than the defined Testing Period Interval (6 - 12 weeks).

Diagnostic Test Reports

Edison State College

Reading Gains

Report Scope: Grade: 10.
Broken Down By: Location

Time Frame: All Dates
Student Filtering: OFF

Location [▲]	Student Count	Testing Period 1 (8/27/12 to 9/18/12)		Testing Period 2 (11/19/12 to 12/12/12)		Gains	
		Mean SS	SE of Mean SS	Mean SS	SE of Mean SS	Mean SS Difference	SE of Mean SS Difference
Charlotte Campus	32	3085	(27)	3144	(18)	+59	(21)
Collier Campus	52	2930	(35)	2949	(37)	+19*	(24)
Hendry/Glades	10	2962	(67)	3047	(64)	+85	(43)
Lee Campus	235	3047	(12)	3070	(11)	+23	(9)

Student Filtering: Demographics

Demographic Filtering: All Included

Student Filtering: Groups

Group Filtering: All Included

Student Count Number of students who completed a test within a given subject area.

Mean SS Arithmetic mean of the overall Scaled Score (SS) for a group of interest.

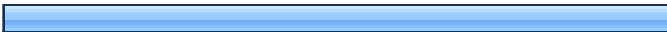
SE of Mean SS Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.

N/A Not Applicable.



* The SS Difference is not significant if it is less than the SE of Mean SS Difference in absolute value.

--- The SS Difference is not displayed if the test interval is less than the defined Testing Period Interval (6 - 12 weeks).

1. Your participation in this survey is completely voluntary, and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher, and there is no way that your responses could be known by your instructors or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

		Response Percent	Response Count
I agree to participate.		100.0%	81
I do not agree to participate.		0.0%	0
		answered question	81
		skipped question	1

2. The Lee Campus College Prep Center labs are open the following days/times: Monday-Thursday 7:30 am - 9:30 pm Friday 7:30 am - 4:00 pm Saturday 9:00 am - 3:00 pm Is the schedule adequate to meet your needs?

		Response Percent	Response Count
Yes.		93.2%	69
No, I would like to see the Center open... (please specify)		6.8%	5
		answered question	74
		skipped question	8





3. What time of day do you primarily visit the College Prep Center (CPC) labs located in Building H?

		Response Percent	Response Count
7:30 am -12:00 pm		23.0%	17
12:00 - 4:00 pm		35.1%	26
4:00 - 6:00 pm		17.6%	13
6:00 - 9:30 pm		24.3%	18
answered question			74
skipped question			8



4. Please rate your overall level of satisfaction with services offered in the College Prep Center (Building H).

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Rating Count
I feel...	12.2% (9)	4.1% (3)	5.4% (4)	33.8% (25)	44.6% (33)	3.95	74
answered question							74
skipped question							8

5. Have you taken advantage of the College Prep Center's Facebook page?

		Response Percent	Response Count
Yes, I find the information and access useful.		28.4%	21
Yes, but I don't find the information useful.		2.7%	2
No, I was aware of this access, but I don't use FB.		31.1%	23
No, I was not aware of this access.		37.8%	28
		answered question	74
		skipped question	8

6. Please indicate whether you have sought mathematics assistance in the CPC Mathematics Lab during the Fall 2012 semester.

		Response Percent	Response Count
Yes		63.5%	47
No		36.5%	27
		answered question	74
		skipped question	8

7. How often do you visit the CPC Mathematics Lab located in Building H?

		Response Percent	Response Count
Every day		11.6%	5
Once or twice a week		48.8%	21
Before exams		7.0%	3
When I need help with an assignment		32.6%	14
	Other (please specify)		2
answered question			43
skipped question			39



8. Please rate your general level of satisfaction with the assistance you received from the CPC Mathematics Lab instructional assistants (staff).

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Rating Count
I feel...	11.4% (5)	2.3% (1)	2.3% (1)	34.1% (15)	50.0% (22)	4.09	44
answered question							44
skipped question							38


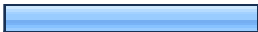



9. Please rate your general level of satisfaction with the materials (books, worksheets, computers, computer software) available in the CPC Mathematics Lab.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Rating Count
I feel...	9.1% (4)	2.3% (1)	13.6% (6)	34.1% (15)	40.9% (18)	3.95	44
answered question							44
skipped question							38



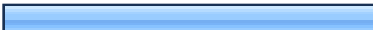






10. Have you ever sought out one-on-one assistance from an instructional assistant in the Mathematics Lab?

		Response Percent	Response Count
Yes		73.3%	33
No		26.7%	12
answered question			45
skipped question			37

11. About how long have you had to wait for an instructional assistant in the Mathematics Lab?

		Response Percent	Response Count
Less than a minute		42.2%	19
Less than 5 minutes		37.8%	17
More than 10 minutes		4.4%	2
Left without receiving help		4.4%	2
Not applicable		11.1%	5
answered question			45
skipped question			37

12. In your opinion, what are the most useful services in the Mathematics Lab?

		Response Percent	Response Count
One-on-one tutoring and help with assignments from instructional assistants		77.8%	35
Use of laptop computers		24.4%	11
Access to MyMathLabs		55.6%	25
Exam practice materials		40.0%	18
Quiet space to study		53.3%	24
A convenient place to meet with classmates to study		24.4%	11
Use of Internet		28.9%	13
Workshops		37.8%	17
Other (please specify)		2.2%	1
		answered question	45
		skipped question	37

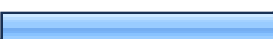

13. What workshop topics would you like to see offered in the Mathematics Lab?

	Response Count
	17
answered question	17
skipped question	65





14. What can we do to improve services in the Mathematics Lab?

	Response Count
	19
answered question	19
skipped question	63

15. Please indicate whether you have sought Writing/Reading assistance in the College Prep Center (Building H) during the fall 2012 semester.

		Response Percent	Response Count
Yes		40.6%	28
No		59.4%	41
	answered question		69
	skipped question		13

16. How often do you visit the Writing/Reading Lab located in Building H?

		Response Percent	Response Count
Every day		23.3%	7
Once or twice a week		56.7%	17
Before exams		3.3%	1
When I need help with an assignment		16.7%	5
	Other (please specify)		0
	answered question		30
	skipped question		52



17. Please rate your general level of satisfaction with the assistance you received from the Writing/Reading instructional assistants (staff).

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Rating Count
I feel...	13.3% (4)	6.7% (2)	10.0% (3)	33.3% (10)	36.7% (11)	3.73	30
answered question							30
skipped question							52





18. Please rate your general level of satisfaction with Writing/Reading materials (books, worksheets, computers, computer software) available in the lab.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Rating Count
I feel...	13.3% (4)	3.3% (1)	13.3% (4)	33.3% (10)	36.7% (11)	3.77	30
answered question							30
skipped question							52










19. Have you ever sought out one-on-one Writing/Reading assistance from an instructional assistant?

		Response Percent	Response Count
Yes		66.7%	20
No		33.3%	10
answered question			30
skipped question			52

20. About how long have you had to wait for a Writing/Reading instructional assistant in the lab?

		Response Percent	Response Count
Less than a minute		50.0%	15
Less than 5 minutes		26.7%	8
More than 10 minutes		16.7%	5
Left without receiving help		0.0%	0
Not applicable		6.7%	2
answered question			30
skipped question			52

21. In your opinion, what are the most useful Writing/Reading services in the lab?

		Response Percent	Response Count
One-on-one tutoring and help with assignments from instructional assistants		53.3%	16
Use of computers		56.7%	17
Grammar software		36.7%	11
Reading software		33.3%	10
Books for checkout		36.7%	11
Exam practice materials		33.3%	10
Quiet space to study		33.3%	10
A convenient place to meet with classmates to study		26.7%	8
Use of Internet		40.0%	12
Other (please specify)		0.0%	0
		answered question	30
		skipped question	52

22. What types of workshops would you like to see offered in the Writing/Reading Lab?

	Response Count
	9
answered question	9
skipped question	73

23. What can we do to improve Writing/Reading services in the lab?

	Response Count
	7
answered question	7
skipped question	75

24. Is there anything else you would like to tell us about your experience in the College Prep Center Labs?

	Response Count
	25
answered question	25
skipped question	57

Page 2, Q1. The Lee Campus College Prep Center labs are open the following days/times:

Monday-Thursday 7:30 am - 9:30 pm

Friday 7:30 am - 4:00 pm

Saturday 9:00 am - 3:00 pm

Is the schedule adequate to meet your needs?

1	I would like to see the Center open on Sundays	Dec 13, 2012 9:11 PM
2	I would like classes in the evening for all levels EAP classes.	Dec 4, 2012 2:09 PM
3	7:00 am m-s	Nov 29, 2012 6:09 PM
4	fridays and saturdays till at least 7 pm	Nov 19, 2012 2:34 PM
5	Later on Friday & Saturday	Nov 15, 2012 1:39 PM

Page 4, Q1. How often do you visit the CPC Mathematics Lab located in Building H?

1	2-3x week	Dec 14, 2012 7:01 AM
2	Twice a week and also when I have to prep for tests.	Dec 12, 2012 10:17 AM

Page 5, Q2. In your opinion, what are the most useful services in the Mathematics Lab?

1	All of the above	Dec 4, 2012 8:20 PM
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Page 5, Q3. What workshop topics would you like to see offered in the Mathematics Lab?

1	I was fully satisfied with the program.	Dec 14, 2012 7:04 AM
2	Review of math skills	Dec 13, 2012 5:12 PM
3	Don't have a preference	Dec 12, 2012 10:19 AM
4	I think it was fine I'm not sure, maybe more practice worksheet on the harder math problems	Dec 8, 2012 5:28 PM
5	I am satisfied with the workshop.	Dec 6, 2012 10:54 AM
6	going over more of the prep tests that professors give out along with the My Math Lab problems	Dec 5, 2012 8:44 PM
7	pre-calculus	Dec 4, 2012 3:17 PM
8	None you have a great resource already.	Dec 4, 2012 2:36 PM
9	Focusing on one particular section, such as an hour of working on radicals.	Dec 4, 2012 1:31 PM
10	power point	Nov 28, 2012 11:33 AM
11	SAME	Nov 27, 2012 4:29 PM
12	math	Nov 27, 2012 3:17 PM
13	Different math level so we can pass the PERT when you need to take it.	Nov 26, 2012 8:09 PM
14	Students allowed to sit at the tutor's desk!!!!!!	Nov 22, 2012 11:56 PM
15	N/A	Nov 18, 2012 10:34 PM
16	no comment really. so its good	Nov 15, 2012 1:31 PM
17	graphing	Nov 15, 2012 1:24 PM

Page 5, Q4. What can we do to improve services in the Mathematics Lab?

1	sessions for the workshop were a little longer	Dec 14, 2012 7:04 AM
2	Nothing, I like it the way it is	Dec 13, 2012 5:12 PM
3	The computers are a bit slow and the printer acts up a lot.	Dec 12, 2012 10:19 AM
4	Everything was good	Dec 8, 2012 5:28 PM
5	sometime the printer dont work	Dec 6, 2012 6:10 PM
6	I believe Edison is doing a good job with the services.	Dec 6, 2012 10:54 AM
7	I know this survey pertains to the Main Campus, but I would like to see Sat. hours of Math Lab at the Charl Campus	Dec 5, 2012 8:44 PM
8	Some students sit next to the instructors and take up all of their time, making it impossible to get help from them. I found this extremely frustrating.	Dec 4, 2012 8:53 PM
9	Disinfect the log in mouse that everyone touches and the chairs/tables.	Dec 4, 2012 3:17 PM
10	You can not improve it is so helpful.	Dec 4, 2012 2:36 PM
11	Maybe sign in sheet, so people get help in the order they enter the lab.	Dec 4, 2012 1:31 PM
12	staff are not polite. they are not helpful. they are rude and disrespectful.	Nov 28, 2012 4:29 PM
13	it is fine now	Nov 28, 2012 11:33 AM
14	NOTHING	Nov 27, 2012 4:29 PM
15	have more tutors	Nov 27, 2012 3:17 PM
16	ALLOW THE STUDENTS TO SIT AT THE TUTOR'S DESK INSTEAD OF GETTING UP AND WALKING OVER TO THE TUTOR'S DESK EVERY 2 MINUTES!	Nov 22, 2012 11:56 PM
17	N/A	Nov 18, 2012 10:34 PM
18	its always too hot in there so maybe put on their every so often	Nov 15, 2012 1:31 PM
19	none	Nov 15, 2012 1:24 PM

Page 8, Q3. What types of workshops would you like to see offered in the Writing/Reading Lab?

1	I am not sure. I never attended the writing workshops.	Dec 6, 2012 10:58 AM
2	They have the everthing in order.	Dec 6, 2012 8:52 AM
3	gramma	Dec 4, 2012 6:38 PM
4	NOTHING	Nov 27, 2012 4:29 PM
5	Grammar, Writing, Speech, Reading.	Nov 24, 2012 6:19 PM
6	vocabulary... also workshops that will help to better understand how to use the school website for researching	Nov 15, 2012 7:54 PM
7	Better instructional assistants	Nov 15, 2012 4:40 PM
8	not really	Nov 15, 2012 1:32 PM
9	fragment of sentences	Nov 15, 2012 1:25 PM

Page 8, Q4. What can we do to improve Writing/Reading services in the lab?

1	I believe the writing lab is doing a good job at this time.	Dec 6, 2012 10:58 AM
2	gramma workshops	Dec 4, 2012 6:38 PM
3	change the evening staff	Nov 29, 2012 6:25 PM
4	NOTHING	Nov 27, 2012 4:29 PM
5	Better instructional assistants	Nov 15, 2012 4:40 PM
6	its always too hot in there so put on the air every so often	Nov 15, 2012 1:32 PM
7	none	Nov 15, 2012 1:25 PM

Page 9, Q1. Is there anything else you would like to tell us about your experience in the College Prep Center Labs?

1	It's great to have the tutors there to help us when we need it. They were a tremendous help to me this semester.	Dec 12, 2012 10:20 AM
2	no	Dec 8, 2012 5:29 PM
3	The tutors (especially Lucinda and Doug) are amazing!!	Dec 8, 2012 12:03 PM
4	The workers in the lab are very helpful, always willing to help. As for myself i could not get thru math lab without their help. thanks for priving a wonderful survice.	Dec 6, 2012 6:13 PM
5	The College Prep Center has helped me to improve in math and writing in so many ways.Overall, I am very satisfied with the way the instructors helped me.	Dec 6, 2012 11:02 AM
6	I think is great having a the lab, becuse you can study and you get help from.	Dec 6, 2012 8:54 AM
7	Some of the instructors are very rude and condescending.	Dec 4, 2012 8:54 PM
8	Thank you for all that you provide to helping us acheive our goals. The kids that help are great and so is the staff! Thanks	Dec 4, 2012 8:21 PM
9	The best in Florida. I've attended classes in Jacksonville State College and Miami-Dade College. ESC is superior to both in every way. The professors care.	Dec 4, 2012 3:20 PM
10	The services you offer is extremely helpful. Thank you so much for offering this to us as students.	Dec 4, 2012 2:36 PM
11	None	Dec 2, 2012 9:56 PM
12	The evening assistants, they are very rude and races. Especially Yvi, she is never willing to really help. If I ask for her help is because I need it. If Yvi doesn't want to help the people that are trying to learn the language, then she should be working in the lab. When you ask Yvi for help she makes you feel like you are nothing because she always states that she doesn't understand what we say, and we have to repeat ourself more tham 3 times and is only with her, wonder why...? Last time I ask for, well it wasn't really help all wanted to do was check my answer with answer key book, but she demand for me to have my student ID, and also demand for me to show her my work; I told her that all I was doing was practice that it has nothing to do with homework, then she replay the that was the rules, which I never hear of. I'm not in kindergarden student for the lab people to treat me like a child.	Nov 29, 2012 6:25 PM
13	It has been great.	Nov 28, 2012 8:35 PM
14	no	Nov 28, 2012 11:34 AM
15	The College Prep Lab has been very helpful to me.	Nov 28, 2012 12:46 AM
16	yes it great system you guys good tutors that care about us the students thank you	Nov 27, 2012 3:19 PM
17	Very friendly instructors there, that really helped me out, when I needed it.	Nov 26, 2012 8:11 PM

Page 9, Q1. Is there anything else you would like to tell us about your experience in the College Prep Center Labs?

18	1. The tutor's DO NOT do my homework for me, I do it myself. They just help explain it to me because most math professors are air heads. 2. I hate having to fucking stand at the tutor's desk and hunch-over just to get help because you took the chairs away from their desks!	Nov 23, 2012 12:00 AM
19	Assistants are loud and disruptive	Nov 19, 2012 5:59 PM
20	all is good with the prep center	Nov 19, 2012 5:50 AM
21	I appreciate the assistance I received at the math lab.	Nov 18, 2012 10:35 PM
22	It's great. I like it	Nov 15, 2012 4:41 PM
23	it is very helpful and useful to get lots of help	Nov 15, 2012 1:33 PM
24	no	Nov 15, 2012 1:25 PM
25	no	Nov 15, 2012 12:13 PM

**WHAT LEVELS OF DEVELOPMENTAL EDUCATION DO STUDENTS TEST INTO?
TO WHAT EXTENT DO STUDENTS EMERGE FROM DEVELOPMENTAL EDUCATION?**

Local and state Florida College System (FCS) officials are actively engaged in the national dialogue about college readiness, developmental education reform, and intensifying efforts to increase college completion. As part of these efforts, the FCS developed and launched the [Postsecondary Education Readiness Test \(PERT\)](#), a customized computer adaptive test that is aligned with Florida’s college readiness expectations. Additionally for more recent cohorts, condensed developmental education course sequences have been created – implemented locally between Fall 2011 and Spring 2012 – which are designed to help accelerate student progression into college credit courses. The new sequencing resulted in colleges having two levels of developmental education courses per subject area (Upper and Lower). Hence, in future analysis the Middle and Experimental categories will be absorbed into the Upper and Lower categories. In addition, FCS institutions continue to redesign developmental education by combining Reading and Writing into a single course, contextualizing content, and examining other mechanisms to expedite transitions into college credit courses.

Florida results described here focus on Fall 2009 First Time in College (FTIC) degree seeking students taking an entry level test whose results show a need for developmental education, and tracks them through Summer 2012. Overall results were produced along with breakouts by initial developmental education course enrollment level taken – Lower, Middle, Upper and Experimental (where applicable) – and age range. Sequence completion refers to successfully completing the highest level of developmental education in a subject matter within 3 years.

Math Overall Math accounted for the largest group of entering students requiring developmental coursework (N = **36,133**). The number of FTIC Fall 2009 students exhibiting deficiencies in their Math preparation by level (Upper = 16,377; Middle = 10,841; and Lower N = 4,412) reveals that the count of students testing into Upper developmental Math was 3.7 times greater than those testing into Lower developmental Math. **Hence, the largest group of students enrolling in developmental Math is close to being college ready.** Test preparation may hold promise in diminishing the number of individuals who are required to enroll in developmental Math. Acceleration mechanisms may provide another viable option for working to expedite student movement into college level coursework for individuals testing into Upper level developmental Math.

Table 1. Passed Highest Level of Developmental Math Based on Initial Placement Level of Individuals Who Enrolled in Developmental Sequence Entering Cohorts Tracked 3 Years

	Lower	Middle	Upper	Overall
CCRC Analysis of Achieving the Dream Data	20.5%	41.4%	69.8%	45.2%
Florida College System Overall	39.4%	39.5%	69.7%	55.1%

Sources: Florida Community College Technical Center MIS (CCTCMIS) and FCS Research & Analytics. [Bailey, T.; Jeong, D.W.; & Cho, S.](#) (2009). Community College Research Center (CCRC) affiliated researchers used an Achieving the Dream (AtD) college data set to track first-time credential-seeking freshmen initially enrolled between Fall 2003 and Fall 2004 and followed their developmental education enrollments for 3 years through the Summers of 2006 and 2007. CCRC results reported here are based on students who enrolled in developmental education and calculated from data in CCRC Table 3.

Math Context. Overall 55.1percent of Florida students enrolling in developmental Math coursework completed the developmental sequence within 3 years. One source of similar information is a study by [Bailey, T.; Jeong, D.W.; & Cho, S.](#) (2009). These Community College Research Center (CCRC) affiliated researchers examined the completion of developmental sequences within 3 years using multi-state Achieving the Dream (AtD) data. Data from a handful of Florida’s participating AtD colleges were included in the CCRC analysis. Focusing on individuals who enrolled in developmental Math and completed the sequence within 3 years from the CCRC study required a series of calculations to match Florida’s approach and showed that overall 45.2 percent of the AtD cohort who enrolled in developmental Math completed the

developmental sequence which is about ten percent below Florida’s overall results. The “by level” results were similar across the studies with the exception of the Lower level where Florida results were more positive (+18.9 percent) and still need to improve.

Florida students were much more likely to actually pursue needed developmental Math within 3 years of initial enrollment. Overall about one-quarter (27.0 percent) of the AtD cohort never enrolled in recommended developmental Math compared to one-eighth (12.5 percent) of the Florida cohort. Florida requires students to complete developmental education by the time that 12 college credits are earned or co-enroll in developmental education and college credit courses every term until the developmental education sequence is completed. Policies in other states vary.

Table 2. Passed Highest Level of Developmental Math Based on Initial Placement Level by Age Group Fall 2009-10 Cohort Tracked Through Summer 2011-12

	<u>Lower</u>	<u>Middle</u>	<u>Upper</u>	<u>Overall</u>
Less than 20	46.1%	42.8%	71.2%	60.0%
20-24 years	35.2%	34.9%	66.5%	51.3%
Greater than 24	37.3%	44.3%	76.4%	55.1%
Total	39.4%	39.5%	69.7%	55.1%

Source: CCTCMIS and FCS Research & Analytics

sequence compared to 4 out of 10 who passed the sequence among individuals placed in Lower or Middle level developmental Math. CCRC’s examination of multi-state AtD data show similar results – students placed into Upper level developmental Math were substantially more successful in completing the sequence. Florida and CCRC cross-state results show that students in Middle and Lower developmental Math are substantially challenged to complete the developmental sequence within 3 years. Piloting new approaches to the delivery of developmental Math could be beneficial in helping move additional students into college credit courses.

More mature students (> 24 years of age) had the best results among individuals testing into Middle and Upper developmental Math. Students who were < 20 years of age demonstrated the best performance among individuals testing into Lower level developmental Math.

Table 3 provides a different look at the data and shows that students placed in Upper level developmental Math accounted for two-thirds of the highest level developmental Math sequence completers. Middle level developmental Math students accounted for one-quarter of the individuals who passed the highest level developmental Math course. Students placed in lower level Math accounted for 1 in 10 individuals who successfully emerged from developmental Math. Upper level developmental Math-placed students were over represented among the individuals who passed the highest level developmental Math course.

Table 3. Number of Students Passing Highest Level of Developmental Math, by Initial Placement Level

Lower Level	1,740	10.0%
Middle Level	4,282	24.6%
Upper Level	11,411	65.5%
Total	17,433	100.0%

Source: CCTCMIS and FCS Research & Analytics

Math Takeaways. The largest number of students were underprepared in Math. The count of students enrolling in Upper level developmental Math was 3.7 times greater than those enrolling in Lower level developmental Math. While underparedness in Math was not as deep as was evident in some other academic areas; **the prospects for success among individuals testing below Upper level Math were least promising.** There was a substantial 30.3 percent performance gap between students testing into Upper level Math over those testing into Lower level Math as measured by their ability to complete the developmental Math sequence within 3 years (Table 2). Across age groups, students placed in Upper level developmental Math performed best by a wide margin. More mature students (> 24 years of age) achieved better results among individuals testing into Middle and Upper developmental Math. Students who were < 20 years of age performed better among those testing into Lower level Math. Overall Math sequence completion results were better for Florida students than those evident in a similar multi-state analysis of AtD data and they still need to improve.

Writing

Weak Writing skills were identified for 21,217 entering students. Writing accounted for the lowest number of students in an academic area who required remediation. Eight out of 10 (81.3 percent, N = 17,243) took courses to address their Writing deficiencies. Writing data were not a part of the CCRC (2009) analysis. **In Florida, over two-thirds of the students needing assistance succeeded in completing the developmental Writing sequence within 3 years (68.2 percent).** Writing students were the second most successful in completing the developmental sequence within 3 years.

Table 4. Passed Highest Level of Developmental Writing Based on Initial Placement Level by Age Group Fall 2009-10 Cohort Tracked Through Summer 2011-12

	<u>Lower</u>	<u>Middle</u>	<u>Upper</u>	<u>Experimental</u>
Less than 20	68.8%	87.7%	81.6%	70.0%
20-24 years	61.3%	75.4%	74.6%	61.9%
Greater than 24	61.6%	80.8%	75.7%	69.8%
Total	63.9%	80.1%	77.6%	65.7%

Source: CCTCMIS and FCS Research & Analytics

Writing Level and Age. Placement into Lower level developmental Writing was common. **Over twice as many students tested into Lower level developmental Writing (N = 11,664) as Higher level Writing (N = 5,089).** Table 4 shows that overall, students placed into Upper (77.6%, 3,951/5,089) and Middle (80.1%, 201/251) Writing courses



performed similarly well in completing the developmental Writing sequence. Close to two-thirds of the students in Lower and Experimental Writing completed the developmental sequence within 3 years. Across developmental Writing levels, students who were < than 20 years of age performed best in completing the developmental Writing sequence.

Writing Takeaways. Smaller numbers of students had Writing deficiencies than were evident in other academic areas. However, twice as many individuals tested into Lower developmental Writing as Upper level developmental Writing. At the end of 3 years, there was a 13.7% performance gap between students enrolling in Upper level Writing over those enrolling in Lower level Writing in their ability to complete the developmental Writing sequence. Students < 20 years consistently performed best in completing the developmental Writing sequence.

Reading Reading had the 2nd highest count of students needing to complete developmental coursework (N = 24,699). **Upper (N = 8,106) and Lower (N = 7,427) level placements in Reading were equally common.** Each occurred over three times more often than Middle level (N = 2,302) developmental education Reading placements. [Adelman](#) (2005) identified reading as a particularly problematic core academic skill deficiency since reading is required in all subject matters to independently assimilate information (p. 190).

Reading Context. Florida students were slightly more likely to pursue needed developmental Reading within 3 years of initial enrollment – 8 out of 10 (N = 20,195) than in the cross state AtD data (7 out of 10).

Cross state CCRC AtD data on individuals enrolling in developmental Reading and completing the sequence within 3 years were recalculated to match Florida’s approach. Overall nearly two-thirds of the AtD cohort and three-quarters of the Florida cohort completed the developmental Writing sequence. Upper level results were similar in the CCRC and Florida studies. Florida results at the Lower (+25.0 percent) and Middle (+30.9 percent) levels were more positive and still need to improve.

Table 5. Passed Highest Level of Developmental Reading Based on Initial Placement Level of Individuals Who Enrolled in Developmental Sequence Entering Cohorts Tracked 3 Years

	<u>Lower</u>	<u>Middle</u>	<u>Upper</u>	<u>Overall</u>
CCRC Analysis of Achieving the Dream Data	39.7%	53.2%	74.6%	65.7%
Florida College System Overall	64.7%	84.1%	77.5%	73.5%

Source: CCTCMIS and FCS Research & Analytics. [Bailey, T.; Jeong, D.W.; & Cho, S.](#) (2009) Community College Research Center (CCRC) results reported here are based on students who enrolled in developmental education and calculated from data in CCRC Table 3.

Table 6. Passed Highest Level of Developmental Reading Based on Initial Placement Level by Age Group Fall 2009-10 Cohort Tracked Through Summer 2011-12

	<u>Lower</u>	<u>Middle</u>	<u>Upper</u>
Less than 20	70.6%	87.6%	80.1%
20-24 years	61.8%	81.3%	75.2%
Greater than 24	60.9%	84.7%	77.5%
Total	64.7%	84.1%	77.5%

Source: CCTCMIS and FCS Research & Analytics

Reading Level and Age. Approximately 8 out of 10 students placed into Middle (84.1 percent) and Upper (77.5 percent) developmental Reading completed the sequence. Results are similar to the outcomes achieved in developmental Writing. Almost two-thirds (64.7 percent) of the Lower level Reading students succeeded in emerging from developmental education Reading within 3 years. **Across developmental education Reading levels, students who were < 20 years of age consistently performed best in completing developmental Reading.**

Reading Takeaways. In Florida, Upper (N = 8,106) and Lower (N = 7,427) level placements in Reading were equally common. A 12.8% performance gap existed between Florida students testing into Upper level Reading over those taking Lower level Reading based on their ability to complete the developmental Reading sequence in 3 years. Overall nearly two-thirds of the AtD cohort and three-quarters of the Florida cohort completed the developmental Writing sequence. Students < 20 years of age consistently performed best in completing developmental Reading.

Selected National Perspectives on Strengthening Developmental Education. [Adelman](#) (2004) suggests that, “Increasingly, state and local policy seeks to constrict-if not eliminate-the amount of developmental work that takes place particularly in 4-year colleges. But there is a class of students whose deficiencies in preparation are minor and can be remediated quickly without excessive damage to degree completion rates” (p. 5). Relatedly, [Jenkins](#) (2009) recommends “mainstreaming” students testing into upper level developmental education and supplying extra support services (p.15). In [Core Principles for Transforming Remedial Education](#) (2012) a handful of national organizations support, “enrollment in a gateway college-level course as the default placement for many more students and additional academic support should be integrated with gateway course content . . . Additionally, students who are significantly underprepared for college-level academic work need accelerated routes into programs of study (Meta-majors)” (p. 6).

The Florida College System Transparency, Accountability, Progress, and Performance

TO WHAT EXTENT DO FIRST TIME IN COLLEGE STUDENTS WHO EMERGE FROM DEVELOPMENTAL EDUCATION AND ENGAGE IN COLLEGE LEVEL COURSEWORK, PERSIST AND ULTIMATELY GRADUATE?

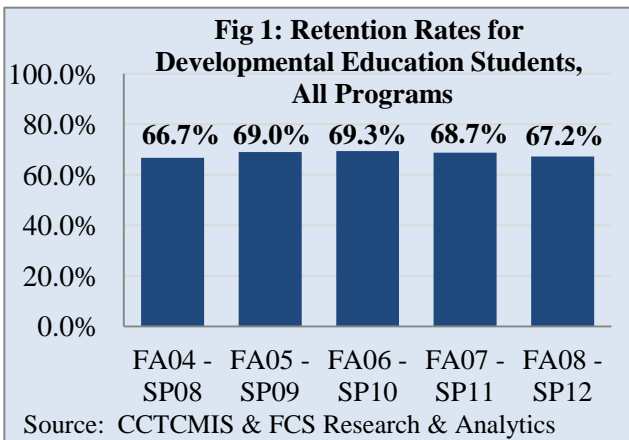
The focus here is on students who successfully completed their developmental education course sequence and substantial college level credits. The Accountability Cohort consists of First Time in College (FTIC) Associate in Arts (AA), Associate in Applied Science (AAS), and Associate in Science (AS) students who completed a minimum of eighteen (18) college credits during a four (4) year tracking period. All remediation is expected to be completed by the time a student finishes 18 college credits. College Credit Certificate (CCC) and Applied Technology Diploma (ATD) students included completed at least nine (9) credit hours during a two (2) year tracking period. The tracking period is approximately 200% of the published “catalog time” required to complete each type of program based on continuous full-time enrollment. It is not unusual for college students to alternate between full-time, part-time, and intermittent enrollment patterns. The IPEDS Graduation Rate approach uses a 150% standard to measure FTIC completion. The extra time given here partially accommodates the need to finish developmental coursework by these students. Similar Accountability Cohorts have been tracked by the Florida College System since the mid-1990s.

Table 1 shows the graduation rates of First Time in College students who completed developmental education (reading, writing, and/or math) and went onto complete substantial college level coursework within the specified timeframe. Overall, there was upward movement in the graduation rate during the five year period due primarily to gains registered by AA students.

	FA04 to SP08	FA05 to SP09	FA06 to SP10	FA07 to SP11	FA08 to SP12
AA	31.2%	32.6%	35.1%	35.2%	37.3%
AAS/AS	14.7%	15.3%	15.5%	14.5%	12.8%
CCC/ATD*	83.0%	82.3%	84.8%	82.5%	82.8%
Combined AA, AAS/AS, CCC, and ATD	29.5%	30.8%	33.1%	32.8%	34.0%

*CCC/ATD students are tracked from fall to summer (two years following first semester)
Source: Community College Technical Center MIS & FCS Research & Analytics

In the latest data from Fall 2008 to Spring 2012, the graduation rate for AA students who started off needing to complete developmental education courses was 37.3 percent, about two percentage points higher than the previous year’s and six percent above outcomes achieved by those in the Fall 2004 AA cohort. Graduation rates for AAS/AS students requiring developmental education were significantly lower. The latest AAS/AS results were the lowest over the five year period studied at 12.8 percent. Previously AAS/AS student graduation rates hovered around 15 percent.



CCC and ATD students who emerged from developmental education and finished 9 college level credits consistently had the highest graduation rate at 82.8 percent for the fall 2008 to summer 2010 tracking period. CCC and ATD programs are typically short programs so 9 credits puts these students well on their way to success. The overall graduation rates of developmental education students in all programs has also improved since the fall 2004 tracking period from 29.5 percent to 34.0 percent.

Figure 1 shows the combined retention rates of students who were required to complete developmental education in the same programs listed above (AA, AAS/AS, CCC/ATD). **Just over two-thirds of the students in the accountability cohorts were consistently retained during the five years studied.** For the fall

2008 tracking period, the retention rate was 67.2 percent.

These data show that overall just over one-third (34.0 percent) of students pursuing college level programs who completed the developmental education sequence and engage in substantial college level coursework graduate within 200% of catalog time.

For assistance, contact The Florida College System Research & Analytics
Scott J. Parke, Ph.D. or Kathyryne L. Scheuch, Ed.D. at 850-245-0407



College Prep Faculty	FT or Adjunct	Campus	Understanding the First-Year Student	The Way I Learn	Introduction to College Services, Program, and Support
Ardnt, Sallie	Adjunct	Hendry/Glades		Completed Fall 2011	Completed Fall 2011
Baker, Cynthia	FT	Collier	Completed Summer 2012	Completed Fall 2011	
Barreto, Jennifer	FT	Charlotte	Completed Fall 2012	Completed Fall 2012	Completed Fall 2012
Bergel, Jessica	Adjunct	Collier	Completed Fall 2011	Completed Fall 2011	
Bunting, Ellie	FT	Lee	Completed Summer 2012		
Buonocore, Karen	FT	Lee	Completed Summer 2012	Completed Fall 2011	Completed Fall 2011
Childs, Crystal	Adjunct	Lee			Completed Fall 2012
Day, Wanda	FT	Charlotte	Completed Fall 2012	Completed Fall 2012	
Devalencia, Phyllis	Adjunct	Lee	Completed Fall 2011	Completed Fall 2011	Completed Fall 2011
Dye, Joyce	Adjunct	Charlotte		Completed Fall 2011	Completed Fall 2011
Eggleston, Sabine	FT	Lee	Completed Summer 2012	Completed Fall 2012	Completed Fall 2012
Gubitti, Rebecca	FT	Lee	Completed Fall 2011 and Summer 2012	Completed Fall 2011	Completed Fall 2011
Houck, Douglas	Adjunct	Charlotte	Completed Summer 2012		
Kerr, Valerie	Adjunct	Lee	Completed Fall 2012	Completed Fall 2012	Completed Fall 2012
Lawrence, Bert	FT	Lee	Completed Fall 2012	Completed Fall 2012	Completed Fall 2012
LeMaster, Melanie	FT	Lee	Completed Summer 2012	Completed Fall 2012	Completed Fall 2012
Licht, David	Adjunct	Lee		Completed Fall 2012	Completed Fall 2012
Magamo, Doug	Adjunct				Completed Fall 2012
Maguire, Karen	FT	Collier	Completed Summer 2012		
Marecz, Jaime	FT	Lee	Completed Fall 2011	Completed Fall 2011	Completed Fall 2011
Mohundro, Thom	FT	Collier	Completed Fall 2012		
Nelson, Carole	Adjunct	Lee	Completed Fall 2012		
Newell, Pat	FT	Collier		Completed Fall 2012	Completed Fall 2012
Olancin, Robert	FT	Collier		Completed Fall 2012	
Pollit, Amanda	Adjunct	Hendry/Glades	Completed Fall 2011	Completed Fall 2011	Completed Fall 2011
Roles, Joseph	FT	Lee	Completed Fall 2012		
Rosene, Candace	FT	Lee	Completed Spring 2012	Completed Spring 2012	Completed Spring 2012
Seefchak, Caroline	FT	Lee	Completed Summer 2012	Completed Fall 2012	Completed Fall 2012
Taylor, Jan	Adjunct	Collier		Completed Fall 2011	
Tucker, Troy	FT	Lee	Completed Fall 2012		
Vache, Cathy	FT	Lee	Completed Summer 2012	Completed Fall 2011	Completed Fall 2011
Viera, Marcia	Adjunct	Lee	Completed Fall 2012		

Welch, Judy	Adjunct	Lee	Completed Fall 2011 and Summer 2012		Completed Fall 2011
Wroble, Lisa	Adjunct	Collier	Completed Fall 2011	Completed Fall 2011	Completed Fall 2011
Yates, Elizabeth	Adjunct	Lee		Completed Fall 2011	Completed Fall 2011
Zamor, Terry	FT	Lee			Completed Fall 2012



Developmental Course Completion Routes

Developmental Writing

ENC 0015 ENC 0025

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS ENC 0015 to ENC 0025

- During Add/Drop week, at the discretion of the ENC 0015 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to take the ENC 0015 Course Final Exam.
- If the student scores 90% or better on the ENC 0015 Course Final Exam, he or she may bypass the ENC 0015 class and enroll in an ENC 0025 class for that semester.
- Enrollment in ENC 0025 class is based on time and availability.

BYPASS ENC 0025 from ENC 0015

- A student enrolled in ENC 0015 who has an "A" average (90% or better, overall), in the class at the midterm may be given the ENC 0025 Common Course Assessment, which would need to be completed in addition to the ENC 0015 Common Course Assessment.
- If the student completes the ENC 0025 Common Course Assessment with a grade of "A," the student may take the ENC 0025 Course Mastery Exam.
- If the student achieves a grade of 85% or better on the ENC 0015 Course Final Exam AND a score of 80% or better on the ENC 0025 Course Mastery Exam, that student may bypass ENC 0025 from ENC 0015

Bypass ENC 0025 to ENC 1101

- During Add/Drop week, at the discretion of the ENC 0025 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to complete the ENC 0025 Common Course Assessment, to take the ENC 0025 Course Final Exam, to bypass ENC 0025
- If the student receives a grade of "A" on the ENC 0025 Common Course Assessment and scores 90% or better on the ENC 0025 Course Mastery Exam, he or she may bypass the ENC 0025 class and enroll in an ENC 1101 class for that semester, pending a REA hold.
- Enrollment in ENC 1101 class is based on time and availability.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example; passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Mathematics

MAT 0018 MAT 0028

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS MAT 0018 to MAT 0028

1. The student currently enrolled in MAT 0018, having been placed there.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 0028 during the add/drop period. If the student does not enroll in MAT 0028 during the add/drop period, the student will remain in MAT 0018. If the student does not achieve a score of 85% or better, the student will remain in MAT 0018.

BYPASS MAT 0028 to MAT 1033

1. The student currently enrolled in MAT 0028, having been placed there or having passed MAT 0018.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 1033 during the add/drop period. If the student does not enroll in MAT 1033 during the add/drop period, the student will remain in MAT 0028. If the student does not achieve a score of 85% or better, the student will remain in MAT 0028.

Early Exit – Out of MAT 0028

- Students enrolled in MAT 0028 cannot exit early.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness; for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Reading

REA 0007 REA 0017

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS REA 0007 to REA 0017

The student

- Takes the REA0007 Final Exam on first Friday of the semester
- Obtains a score of 85% or higher to bypass REA0007 and enter REA0017.

BYPASS REA 0017 from REA 0007

The student

- Has an "A" average by the end of the semester in REA0007
- Takes and passes the REA 0007 Final Exam
- Takes and passes the REA 0007 Course Mastery Exam.

EARLY EXIT – Out of REA 0017

The student has the opportunity to take and pass the REA0017 Course Mastery Exam with an 85% or better. There will be one scheduled time for this opportunity .

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case

Edison State College
Department of Developmental Studies
ENC - COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
<p>English ENC 0015</p>	<p>ENC 0015 Common Course Assessment – 20% Course Final Examination – 20% To be determined by instructor – 60%</p>	<p>There is a requirement that each student complete a minimum of fifteen (15) hours in the Lab in order to pass ENC 0015.</p> <p>Each student must complete the ENC 0015 Common Course Assessment assignment, a paragraph portfolio, the rubrics for which must be submitted for data collection.</p> <p>Each student must take the ENC 0015 Course Final Examination.</p>
<p>English ENC 0025</p>	<p>ENC 0025 Common Course Assessment – 10% Course Mastery Examination – 20% To be determined by instructor – 70%</p>	<p>There is a requirement that each student complete a minimum of fifteen (15) hours in the Lab in order to pass ENC 0025.</p> <p>Each student must complete the ENC 0025 Common Course Assessment assignment, an argument or persuasive essay with MLA documentation, the rubrics for which must be submitted for data collection.</p> <p>Each student must take the ENC 0025 Course Mastery Examination.</p>

Edison State College
Department of Developmental Studies

DEVELOPMENTAL ENC- ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Weights and Special Instructions
<p>Writing ENC 0015</p>	<p>The Common Course Assessment for ENC 0015 is a Progressive Paragraph Portfolio designed to show prewriting, writing, editing, rewriting, proofreading, and publishing of a well-structured academic paragraph. This assessment is to be scored on a designated rubric, which will be sent to the Department Office for data collection.</p>	<p>The Course Final Exam for ENC 0015 is in two parts. The first part is a written paragraph, worth 50% of the exam grade. This paragraph is to be scored by the course instructor as other writing assignments have been scored during the semester. The second part is comprised of 25 multiple choice items. Both portions of the exam are done in one sitting. There are no second attempts.</p>	<p>Common Course Assessment – 20% of course grade Course Final Exam – 20% of course grade</p> <p>Paper dictionaries (no cell phones or electronic dictionaries) may be used for the written portion of the exam.</p>
<p>Writing ENC 0025</p>	<p>The Common Course Assessment for ENC 0025 is an argument or persuasive essay assignment, done in MLA style with the use of one or two sources to show knowledge of summarizing, paraphrasing, and documentation. This assessment is to be scored on a designated rubric, which will be sent to the Department Office for data collection.</p>	<p>The Course Mastery Exam for ENC 0025 is in two parts. The first part is a written paragraph, worth 50% of the exam grade. This paragraph is to be scored by the course instructor as other writing assignments have been scored during the semester. The second part is comprised of 40 multiple choice items. Both portions of the exam are done in one sitting. There are no second attempts.</p>	<p>Common Course Assessment – 10% of course grade Course Final Exam – 20% of course grade</p> <p>Paper dictionaries (no cell phones or electronic dictionaries) may be used for the written portion of the exam.</p>

Edison State College
Department of Developmental Studies
MAT - COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
<p>Math MAT 0018</p>	<p>40% - Course Final Exam 40% - Tests 10 – 15% - Homework* 5 – 10% - Attendance* Up to 5% - Discretion of faculty member * exact percentage at discretion of faculty member</p>	<p>General Course: No calculators or access to any calculating devices. Tests: No take-home tests. No open-book or open-notes tests. No calculators or electron devices during tests There must be a minimum of five (5) tests given throughout the course. The Common Course Assessment must be given. Students must use the online assignments in MyLabsPlus. Students must have a grade of “C” (70%) or better to pass the course.</p>
<p>Math MAT 0028</p>	<p>40% - Course Mastery Exam 40% - Tests 10 – 15% - Homework* 5 – 10% - Attendance* Up to 5% - Discretion of faculty member * exact percentage at discretion of faculty member</p>	<p>General Course: No calculators or access to any calculating devices. Tests: No take-home tests. No open-book or open-notes tests. No calculators or electron devices during tests There must be a minimum of five (5) tests given throughout the course. The Common Course Assessment must be given. Students must use the online assignments in MyLabsPlus. Students score 50% or better on the Course Mastery Exam and must have a grade of “C” (70%) or better to pass the course.</p>

Edison State College
 Department of Developmental Studies

DEVELOPMENTAL MAT - ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Special Instructions
<p>Math MAT 0018</p>	<p>The MAT 0018 Common Course Assessment will be given and graded.</p> <p>This assessment will be scored on a designated common rubric, which will be sent to the Department Office, before the end of the semester, for data collection.</p>	<p>The Course Final Exam for MAT 0018 is a standardized Departmental Exam.</p> <p>The Course Final Exam for MAT 0018 must be given during the schedule final exam week.</p> <p>There are no second attempts.</p>	<p>For Math exams:</p> <ul style="list-style-type: none"> - No electronic devices - No notes or learning aids - No partial credit - No extra credit
<p>Math MAT 0028</p>	<p>The MAT 0028 Common Course Assessment will be given and graded.</p> <p>This assessment will be scored on a designated common rubric, which will be sent to the Department Office, before the end of the semester, for data collection.</p>	<p>The Course Mastery Exam for MAT 0028 is a standardized Departmental Exam on which a grade of 50% or higher must be earned in order for it to count.</p> <p>The Course Final Exam for MAT 0028 must be given during the schedule final exam week.</p> <p>There are no second attempts.</p>	<p>For Math exams:</p> <ul style="list-style-type: none"> - No electronic devices - No notes or learning aids - No partial credit - No extra credit

DEVELOPMENTAL REA- ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Special Instructions
Reading REA 0007	Scantron Performance Series Pre and Post Mastery Tests on skills available from <i>Townsend Press</i> textbook series. Rubric for projects and portfolio	Course Final Exam	Students must score "C" or better on the Course Final Exam No retake is available.
Reading REA 0017	Scantron Performance Series Pre and Post Mastery Tests on skills available from <i>Townsend Press</i> textbook series. Rubric for projects and portfolio	Course Mastery Exam	Students must score "C" or better on the Course Final Exam No retake is available.

Edison State College
Department of Developmental Studies
EAP LEVEL 2- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0200	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one "graded" speech/presentation.
Reading EAP 0220	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of "extensive" reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0240	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	One "graded" writing task a week
Grammar EAP 0260	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies
EAP LEVEL 3- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0300	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one "graded" speech/presentation.
Reading EAP 0320	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of "extensive" reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0340	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	One "graded" writing task each week
Grammar EAP 0360	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies
EAP LEVEL 4- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0400	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one "graded" speech/presentation.
Reading EAP 0420	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of "extensive" reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0440	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student.
Grammar EAP 0460	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

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EAP LEVEL 5- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 1500	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one "graded" speech/presentation.
Reading EAP 1520	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of "extensive" reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 1540	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student.
Grammar EAP 1560	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies
EAP LEVEL 6- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 1600	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one "graded" speech/presentation.
Reading EAP 1620	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of "extensive" reading project (e.g. Book reports, Literature Circles, ...)
Writing/Grammar EAP 1640	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student. The Final exam will take place over 2 days. The "first" exam is a Grammar Exam. The "second" exam will be an essay written in class.



Division of College and Career Readiness

DEPARTMENT OF DEVELOPMENTAL STUDIES

DEVELOPMENTAL COURSE COMPLETION ROUTES

Spring 2013

Developmental Reading

Developmental English

Developmental Mathematics



Developmental Course Completion Routes

Developmental Reading

REA 0007 REA 0017

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS REA 0007 to REA 0017

The student

- Takes the REA0007 Final Exam on first Friday of the semester
- Obtains a score of 85% or higher to bypass REA0007 and enter REA0017.

BYPASS REA 0017 from REA 0007

The student

- Has an "A" average by the end of the semester in REA0007
- Takes and passes the REA 0007 Final Exam
- Takes and passes the REA 0007 Course Mastery Exam.

EARLY EXIT – Out of REA 0017

The student has the opportunity to take and pass the REA0017 Course Mastery Exam with an 85% or better. There will be one scheduled time for this opportunity .

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Writing

ENC 0015 ENC 0025

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS ENC 0015 to ENC 0025

- During Add/Drop week, at the discretion of the ENC 0015 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to take the ENC 0015 Course Final Exam.
- If the student scores 90% or better on the ENC 0015 Course Final Exam, he or she may bypass the ENC 0015 class and enroll in an ENC 0025 class for that semester.
- Enrollment in ENC 0025 class is based on time and availability.

BYPASS ENC 0025 from ENC 0015

- A student enrolled in ENC 0015 who has an "A" average (90% or better, overall), in the class at the midterm may be given the ENC 0025 Common Course Assessment, which would need to be completed in addition to the ENC 0015 Common Course Assessment.
- If the student completes the ENC 0025 Common Course Assessment with a grade of "A," the student may take the ENC 0025 Course Mastery Exam.
- If the student achieves a grade of 85% or better on the ENC 0015 Course Final Exam AND a score of 80% or better on the ENC 0025 Course Mastery Exam, that student may bypass ENC 0025 from ENC 0015

Bypass ENC 0025 to ENC 1101

- During Add/Drop week, at the discretion of the ENC 0025 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to complete the ENC 0025 Common Course Assessment, to take the ENC 0025 Course Final Exam, to bypass ENC 0025
- If the student receives a grade of "A" on the ENC 0025 Common Course Assessment and scores 90% or better on the ENC 0025 Course Mastery Exam, he or she may bypass the ENC 0025 class and enroll in an ENC 1101 class for that semester, pending a REA hold.
- Enrollment in ENC 1101 class is based on time and availability.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example; passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Mathematics

MAT 0018 MAT 0028

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS MAT 0018 to MAT 0028

1. The student currently enrolled in MAT 0018, having been placed there.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 0028 during the add/drop period. If the student does not enroll in MAT 0028 during the add/drop period, the student will remain in MAT 0018. If the student does not achieve a score of 85% or better, the student will remain in MAT 0018.

BYPASS MAT 0028 to MAT 1033

1. The student currently enrolled in MAT 0028, having been placed there or having passed MAT 0018.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 1033 during the add/drop period. If the student does not enroll in MAT 1033 during the add/drop period, the student will remain in MAT 0028. If the student does not achieve a score of 85% or better, the student will remain in MAT 0028.

Early Exit – Out of MAT 0028

- Students enrolled in MAT 0028 cannot exit early.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness; for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case

A Different Kind of "Meeting"

Thank you for participating in today's meeting. If you have not already downloaded the documents sent to you, please do so now.

You will need:

1. The meeting agenda
2. The meeting PowerPoint presentation
3. The documents you have downloaded - note: you only need to download the documents pertaining to your discipline.

Please go through the PowerPoint Presentation and read through the documents as suggested. When you are finished, your opportunity to participate and to provide feedback will be in completing this Survey Monkey Survey.

Please complete this no later than the end of the day on Monday, April 15. Everyone's responses will be compiled and will be sent to participants by Friday of that week.

Again, thank you for your time in participating in this meeting, gathering important information, and providing your feedback as a contribution to our department.

I. Welcome and Successes and Accomplishments

*1. Please indicate your name

2. Please indicate your primary discipline. (for a collection)

- Developmental English
- Developmental Reading
- Developmental Mathematics
- EAP
- SLS

3. Please indicate your primary campus. (for data collection)

- Lee Campus
- Collier Campus
- Charlotte Campus
- Hendry Glades Center

4. Successes and Accomplishments: Share any terrific things that have happened in your classrooms, with your students, or to you as a professional.

II. State Legislation

Please read through the information you have received on SB 1720 and HB 7056.

5. You have been provided information on SB 1720 and HB 7057. Please indicate any comments you have regarding the two bills.

III. College Readiness Conference

Please look over the agenda for this year's College Readiness Conference.

6. Do you have any questions or comments about this initiative of the Division of College and Career Readiness?

IV. Data

For this section, you will be asked to review selected departmental data and contribute any comments or suggestions.

7. Please look at the SURVEY DATA for the subject area of your teaching discipline and record comments and observations you have.

8. Looking at the questions on the survey, are there any, at this time, that you would like to see added?

9. Please look at the COMMON COURSE ASSESSMENT DATA for your discipline subject area. Consider the area of strength and weakness as indicated by the overall mean scores. In what areas are students in your discipline area excelling, and in what areas is there a need to focus on improvement?

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10. Looking at the COMMON COURSE ASSESSMENT DATA for your subject area, how will you use these data to inform improvement in the courses you teach?

11. Lee Faculty Only: Please look at the LAB SURVEY DATA, and make any comments and suggestions you may have based the the responses from students.

12. Please look at the two pages of DATA from the FLORIDA COLLEGE SYSTEM. Is there anything of particular interest to you that you may use to drive your course and instruction planning?

V. SACS COC

Edison State College was visited by a SACS assessors this week. Information is contained on the College's Website, and all faculty and staff received a letter from President Allbritten on Wednesday.

13. In the space below, please write any questions or comments you have following this week's visit from the SACS COC team.

VI. QEP Update

The backbone of our College's QEP (Quality Enhancement Plan) is the Cornerstone class, SLS 1515. Credentialing for faculty teaching this First Year Experience Course involves completion of Cornerstone Module classes as faculty professional development. One goal of the QEP is to have faculty complete module classes to become more enriched and knowledgeable in the needs and pedagogy of working with first year students.

14. Look at the data sheet of Faculty Success Strategies Workshop completion. Indicate any comments or suggestions below.

VII. Departmental Policies

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Though changes are anticipated in Developmental Education, our Department has policies and standards established by the faculty. Please scan the policy documents and note the ones that were written by members of your discipline. Thank you to everyone who participated in the compilation of this important information.

15. Do you have any comments or suggestions regarding the Department of Developmental Studies written policies?

VIII. Graduation

Edison State College will hold its commencement ceremony on Friday, May 3, at Germain Arena.

16. Do you have anything that you would like to discuss about this year's ceremony?

IX. Anything Else

This is the part of the "meeting" where anyone may add any items of pertinence. Items will be shared when the information is compiled.

17. If you have anything else to add, please do so below.

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18. Many members of the department could not be present for an in-person meeting, so this format was used to provide information and to solicit comments, questions, and suggestions

Please provide feedback on your opinion of this kind of meeting experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This meeting format was convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided with information relevant to my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This meeting format was clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given opportunities to provide my thoughts and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciated receiving pertinent information in this format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This meeting format was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you!

Access to this survey will close on Monday evening, April 15, after which all the comments and feedback will be compiled and shared with all of the participants.

Thank you for your time and your valuable input to the Department of Developmental Studies.