

QEP Advisory Committee Meeting Minutes  
 April 26, 2013  
 Co-Chairs, Tom Rath and Kathy Clark

Thomas Rath	<i>present</i>	Cindy Campbell	<i>Excused</i>	Brooke Roughgarden	<i>absent</i>
Eileen DeLuca	<i>present</i>	Christy Gilfert	<i>Present</i>	Scott Van Selow	<i>absent</i>
Kathy Clark	<i>present</i>	George Manacheril	<i>Absent</i>	Kristen Zimmerman	<i>absent</i>
Rudy Moreira	<i>absent</i>	Kevin Coughlin	<i>Absent</i>	Myra Hale Walters	<i>present</i>
Whitney Rhyne	<i>present</i>	Martin Tawil	<i>present</i>	Abby Willcox	<i>Present</i>
Louisa Bobadilla	<i>absent</i>	Rebecca Gubitti	<i>present</i>	Mike Llerena (student)	<i>Present</i>
Susan Potts	<i>present</i>				

Call to Order by Kathy Clark.

Dr. DeLuca and Abby Willcox presented the SENSE data. Eileen explained that SENSE measured 6 different domains (Early Connect, High expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning and Academic and Social Support. For the purpose of QEP measurement, we are interested in the dimension Clear Academic Plan and Pathway (there was no change) and Engaged Learning (there was an increase of 4%). There were also increases in Effective Track to College Readiness (a positive change of and Academic and Social support (3%). Eileen noted that in 2012, the ESC cohort was above the comparative “extra-large college” weighted scores in all domains. Eileen suggested that the results be disseminated via the RTA Web page. She also sent the results to the QEP Implementation team and suggested that Dr. Davis and Dr. Wright disseminate with faculty and staff and use data as a basis for unit planning.

Eileen reported that the assessment committee discussed revising the SENSE goals for next year. An increase of 5% over the previous year’s goals each year may be unrealistic, especially when ESC is scoring above the comparative weighted scores. The assessment committee concluded that the new goal should be scoring 3% above the comparative “extra-large college” weighted scores for the given year. This way, the college would not be “competing against itself” to the point where it would not be able to show additional gains.

See attached powerpoints.

Update on SLS 1515 sub-committees:

- **QEP Curriculum and Community of Practice** – Martin Tawil

Martin took the following language through the curriculum committee: successful completion of the SLS 1515 course is a “C or better”. This language will be inserted into the college catalog.

We will continue to use the same textbook for this upcoming academic year.

- **Orientation/Advising/Registration – Susan Potts**

Susan indicated there are dates scheduled for orientation this summer. The STEM group advising was not well attended; however, the business, health and undecided group advising was better attended. The “hold” on classes was also discussed.

Eileen shared that the OAR subcommittee would like to target for level 6 as the semester for the SLS 1515 requirement for students enrolled in EAP courses. If students initially enrolled in EAP do not take SLS 1515 during level six, then they would be required to successfully complete SLS 1414 by the time they have accumulated 15 credit hours after the EAP sequence.

- **FYE Programming – Whitney Rhyne**

College-wide, FYE hosted over 96 workshops and events. 72 on Lee campus, 9 on Charlotte campus, 8 on Collier campus and 7 at the Hendry Glades center. FYE Programming accounted for 27.37% of the FYE office total tracked traffic during the Spring semester. 1047.5 service hours were volunteered in the community through FYE’s Service Saturday. **See attached for SLS 1515 Student Involvement.**

- **Training and Development – Rebecca Gubitti**

83 faculty have completed all 10 modules, 47 staff and administrators have completed at least 5 of the training sessions. Many have completed all 10 modules. 10 staff and administrators are qualified and certified to teach the course.

Refresher training courses were discussed. These trainings would be complementary to the required trainings.

On June 27 Harlan Cohen will be providing a training on “Understanding the First-Year Student”. In the afternoon Dr. Gubitti, Dr. Tawil and Whitney Rhyne will be presenting “True Colors”. Participants will be receiving QEP certificates for both trainings. On June 28 Dr. Sandra McGuire will be presenting a critical thinking training session. Participants will be given a QEP critical thinking training certificate.

Other:

The faculty selection process was discussed. In keeping with the goal of the QEP of 65% full-time faculty and 35% part-time faculty teaching the course. Eileen shared some other parameters to consider:

- Priority given to full-time SLS faculty
- Priority given to those who have successfully taught the course in the past and/or who serve on or lead QEP subcommittees
- Having instructors representing a cross-section of programs.

The group discussed the idea of having first-time faculty submit an endorsement from a supervisor and a colleague. It was decided that Kathy and Eileen work on a draft plan to present to the group during the summer meeting.

FYE programming will be moving to student services.

The QEP Budget was discussed. We are on track with the hires and the monies!

Eileen discussed assessment data as it related to term-to-term retention. Kevin Coughlin conducted two studies on retention. A Chi Square analysis was conducted for students who tested in two or more developmental studies courses and enrolled in 2011-2012 as compared to the students with the same criteria who enrolled in 2012-2013. From fall 2011 to spring 2012, 73.39% of the students were retained. From fall 2012-spring 2013, 74.02% of the students were retained (an increase of .63%, falling 4.37% short of the stated goal). An additional Chi Square Analysis was conducted with students who tested in two or more developmental studies course enrolled in fall 2012, and enrolled in SLS 1515 compared to students who tested in two or more developmental studies courses, enrolled in fall 2012, but did not enroll in SLS 1515. Those students who enrolled in the SLS 1515 were retained from fall to spring at a rate of 65.06%. There was a statistically significantly higher rate of retention for those students who enrolled in SLS 1515.

The meeting concluded at 1:00 p.m. The next meeting will be early August.