



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

MINUTES

Department Meeting
Tuesday, August 21, 2012
1:30 to 4:30 p.m. H 221

In Attendance: Cynthia Baker, Jennifer Barreto, Karen Buonocore, Wanda Day, Eileen DeLuca, Sabine Eggleston, Jennifer Grove, Rebecca Gubitti, Renee Hester, Bert Lawrence, Melanie LeMaster, Karen Maguire, Jaime Marecz, Tom Mohundro, Marjorie Moller, Pat Newell, Robert Olancin, Joseph Roles, Candace Rosene, Caroline Seefchak, Troy Tucker, Cathy Vache, Terry Zamor

Guests: Tom Buckingham, Janice Esdale, Mireille Lauture, Monica Moore, Whitney Rhyne, Helen Algernon, Sue Zinderman, Fran Thomas, Drew Macy, Erin Harrel

The meeting started at 1:35 p.m. Dr. Seefchak opened the meeting by welcoming everyone back for a new academic year.

I. Welcome

Introductions:

The Department of Developmental Studies has eight new full-time faculty members. New members, as well as returning faculty, introduced themselves at the meeting.

New faculty include:

Charlotte Campus

Jennifer Barreto, Math

Wanda Day, Reading

Collier Campus

Karen Maguire, Reading



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Tom Mohundro, English

Pat Newell, Math

Robert Olancin, EAP

Lee Campus

Candace Rosene, Math

Terry Zamor, Math

Also, new to our department, is the EAP transitions office and Dr. Mireille Lauture. For introductions, each participant at the meeting introduced his or herself and added “a little known secret.”

II. Success and Accomplishments

Professor Jaime Marecz, Professor Candace Rosene, and Dr. Jennifer Grove all had successful surgeries this summer.

Dr. Rebecca Gubitti has been invited to appear as a presenter with well-know speaker Steve Piscatelli to collaborate on professional development

Professor Cindy Baker had a perfect passing rate in Summer A

Professor Violeta Rotunda got a \$5000 scholarship to cover the costs of books for Level 2 EAP students this semester.

Professor Sabine Eggleston has completed an additional 18 graduate credit hours in mathematics.

Department of Developmental Studies notebooks were provided to all full-time faculty with important information – schedules, phone numbers and departmental forms.

III. Adaptive Services – Drew Macy, Coordinator, guest speaker

Starting tomorrow, August 22, faculty are to expect letters from the office of adaptive services pertaining to student accommodations – many students are going



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

to live in the housing. Every student has academic coaching, peer tutoring and what to expect from classes – how to print out handouts & note taker accommodations. Mr, Macy will be including a statement about early alert and academic coaching in the letter. Accommodations looking standard – interpreters, extending test time and quiet environment, remind students to see Mr. Macy if they are having problems. Question – Do these students have laptops? They are given digital recorders, no live scribe. Taping is good if they listen to it – most do not. There are laptop accommodations.

IV. 2012 SENSE Survey

Some of you have already gotten email if the survey is to be given in your class. All faculty are urged to visit the site: <http://www.ccsse.org/sense/> for good information on this vital instrument. The SENSE Survey is very important for the college and the QEP. Please follow email accordingly. We need to support the office of Institutional Research. Any questions can be directed to Crystal Revak in IRPE. One faculty member contacted that office to change the date and was accommodated – if survey doesn't fit in the day that they chose – there is a 3 week window to accommodate, just contact the assessment office.

V. QEP - Dr. Eileen DeLuca

Sense Survey – go online to website to see what domain the survey is covering. This survey takes “temp” within the students first 4-5 weeks of college to see how engaged students feel and how connected they are to faculty and support services. Think about what you can do to support the college in this survey.
Rush Auditorium 10AM tomorrow for detail updates on QEP.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Cornerstone Classes - 1st cohort will start this fall. Students who test into 2 or more developmental classes are required to take this course. We want more teachers trained to teach this course. We want all disciplines to teach this course. Today we have 29 sections region wide. All are almost full. Thanks to Whitney for making sure all the students who are supposed to be taking this course are registered.

TLC Training modules :Dr. Gubitti led trainings this summer and worked with faculty to put together a fall schedule of trainings. List has been given out; see attached.

Rudy Moreira will be running the TLC, so more trainings will be available. Dr. Gubitti is training and development chair for the QEP – so see her if interested in teaching or have any ideas of other workshops. They will be available through video conferencing. Trainers will be going out to campuses. All of the trainings can be completed remotely.

VI. SACS Core Requirement 2.8

This is about the number of full-time faculty members adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. We need to help draft a document showing that we support this statement, through common course assessments, and other items. We are looking for input. Look for more to come.

VII. VPAA – Ad Hoc Committees

The ad hoc committees that will be formed under the office of the Vice President of Academic Affairs are as follows. Faculty and staff are encouraged to look into the committees and to participate.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Academic Affairs –

Policy Committee- Review and work on updating College Operating Procedures, develop new procedures where appropriate, and create a process for vetting COP's through faculty committees

Committee Composition: Faculty (2 Arts and Science, 2 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 Developmental, 1 Librarian), administrator(s), staff

Faculty Portfolio Committee- Review and revise full-time and adjunct portfolios. The faculty portfolios must align with the new

Committee Composition: Full-time faculty (3 Arts and Science, 3 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 School of Education, 1 Developmental, 1 Librarian), adjunct faculty, administrator(s), human resource staff, adjunct coordinator(s)

Convocation/Graduation Committee - Assist in planning and executing convocation and graduation ceremonies. It may be useful to have sub-committees by campus.

Committee Composition: Full-time faculty (2 Arts and Science, 2 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 School of Education, 1 Librarian), auxiliary services, student affairs staff, administrator(s), staff

Shared Governance Committee - While shared governance emerges from the interactions and outcomes between administration and faculty, it is necessary for Edison to build a strong framework that accurately depicts our model of shared governance. This committee will assist in developing and producing a conceptual framework for shared governance.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Committee Composition: Faculty (1 -2 Faculty members from each division), administrator(s)

General Education Committee - This committee will be comprised of department chairs or their designees. The committee will develop a plan for implementing the general education core as depicted in House Bill 7135: General Education.

Committee Composition: Department chairs, administrator(s)

VIII. College Readiness Conference

Our second annual college readiness conference was held June 2, 2012. 50 faculty and administrators from Lee, Charlotte and Hendry County – 56% increase from prior year, 25 faculty & staff from Edison State College – 92% increase from prior year. Dr. DeLuca also wrote a grant for this. We are now a model for other colleges in the state of Florida. They will be presenting this at a Board of Trustees meeting in the future. If you are interested in planning this conference or getting involved, please let Dr. DeLuca or Dr. Seefchak know.

This year's College Readiness Conference:

- 50 faculty and administrators from Lee, Collier, Charlotte and Hendry County
- 25 faculty, staff and administrators from Edison State College
- In 2012, year we increased the number of K-12 attendees by 18, for a total of 50 (56% increase).



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

- In 2012, we increased the number of ESC attendees by 12, for a total of 25 (92% increase).
- Awarded \$4,500 mini-grant from Florida Division of Colleges

IX. Modes of course delivery trials

In addition to being instructors we are also scholar practitioners, and, as such, will continuously seek new ways of reaching our students. In developmental English, there will be courses running Mini A and Mini B to give students the opportunity to complete two levels of developmental writing in one semester.

Professor Eggleston spoke about a pilot program in mathematics. This will only affect MAT 0028. It is a modular course. It's called the Buffet emporium model, and this program is being sponsored through Florida State College in Jacksonville. We are piloting 7 sections in the Fall – instructors are Professor Buonocore, Professor Marecz and Professor Eggleston. This program is done through MathXL, a technological interface.. Quizzes and tests will be done in MathXL – no paper and pencils. There is a pacing guide – no set schedule. Students can work ahead of the pace and finish early. All new material is used for this course. All students have to buy new material. It does cost the students \$79 for the package – same price as other math course. They are either going to work on their own. We as instructors were told to teach a mini – lesson for 1/3 of class time, the rest of the time the students work on their own. Students are required to complete chapter notes, a portfolio which must be checked prior to test taking, portfolio cover sheet – needs a rubric, they must get an 80% on all quizzes before they can move on, they will get unlimited attempts. There are only 3 tests in the course – they must take practice



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

test first. Two attempts on each test – in between they must have a conference with the instructor.

Question – can math instructional assistants have access? We will look into it.

Question – Are students still coming to class? Yes, they must still attend classes.

This will be repeated in the Spring. All tests are timed. The students will still take our final exam – named our exit test and they will take their final exam online as well. To be true to the experiment we are following the grading system of FSCJ.

Question – Are the tests and quizzes blocked? Yes the instructor has to open the test.

Question – The students are taking the same exit? Yes, they will take the same exit as all the other 0028.

Question – What are their passing rates? I don't know exactly the numbers but they have initial data that looks promising, but they are looking to expand their data.

There is different course materials – there are four copies in the math lab. They are only able to buy electronic version of the text & they must bring headphones.

- X. Sunshine Committee – Professor Vache and Professor Buonocore, chairs of the department's Sunshine Committee, spoke.

They explained that, as a department, we celebrate events and unevents. Those of you who are willing to contribute – we do have accounting information. There is a page to donate to the fund. All campuses are invited at anytime. We are trying to plan social events throughout the year. We will be having a birthday celebration tomorrow.

- XI. BREAK – Refreshments were available; faculty and guests mingled for ten minutes.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

XII. Activity: The Wright Family Story, an interactive teaching story was read, while passing sticks left and right. Then the groups were asked questions about the story. They discussed the impact of multi-tasking and concentrating with distractions. Think about when we tell our students to look for this – they may be missing other things. This was an activity that was intended for the enrichment of the participants and also as something they can use with their classes.

XIII. Developmental Studies

Dr. Seefchak informed faculty that they should be getting information memos every Monday, outlining important departmental information. From faculty, feedback was they were very helpful.

Assessments – In our developmental classes – two levels each – we have set common course assessments that are done by full time and adjunct professors. Data is tracked. In each professor's binder there are the rubrics for the assessments. Lower level classes have final exams, upper level have course mastery exams. We at Edison call it course mastery exam due to the nature of the state legislature.

Labs – Schedule Lab Orientations – all lab directors are present today.

Printing – we have WEBA, special printing kiosks, that will start Sept 15th. Printing will be available in the labs until the WEBA kiosks are available. Mon – Thu we are limiting access till 2:00pm to get orientations. First couple of weeks – so flexibility needs to be used. Please stay in contact with Monica. College wide – free printing is not longer available, once WEBA use starts. It will be 10 cents a page for black/white printing.

Question – what happens to lab fee? Lab fees are going to pay for the IA's. Lab fees are going to support the lab.

Question – What about missed notes? Scan them in and email to student.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Question – What are we to hand out to students on first day of class? When we were told not to print out syllabus – what is done now? Answer – no strong opinion either way. If there is no reason to print them all out, then please post. It is something we want to think about – environmental and financial.

Faculty Evaluations – there will be an ad-hoc committee. Keep your eyes open for an email or college notifications

Syllabi and Schedules – syllabi are due to Dr. Seefchak. Please send and they will be returned. Lee Campus instructors are to send schedules to Dr. DeLuca.

Question – where do we post schedule in new offices? Some people have them suction cupped to door.

Lab hours – Math and reading up to instructor. English – 15 required.

XIV. Data Review – Dr. Eileen DeLuca

Note: Please refer to attached slides of data that was reviewed in detail by Dr. DeLuca at this meeting.

Dr. DeLuca shared some PERT Data – to see how we are doing against our goals.

PERT – most of our students are being placed based on the PERT. Only 16% placed college ready in math, 51% placed college ready in reading, 57% placed college ready in writing – Fall 2011 scores, slight change for Spring data 19% college ready in math, 58% college ready in reading and 67% college ready in writing.

Question – Do you have data split out by age groups? We did get that request at the college readiness conference. We will be getting that data soon.

Question – We used to get statistics based on traditional student? Data is on line – that fact sheets are in IRB – and a quick fact sheet. State accountability report.



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

Student enrollment data-showed how many students tested into prep – sometime looking at First time in college students.

State accountability report – our goal was 70% would be successful – reading exceed goal. Writing did not meet goal – competencies have changed and have gotten more rigor – therefore numbers would go down. Math – goal was 50% - we were only down .8%. We are a little lower than the state average.

We want our students to be successful – that is why new models are being looked at. That is why we are piloting the math success program.

We need to think about how to increase term-to-term retention & year to year retention. That is why we are introducing the cornerstone course & the early alert initiative. Whitney is having a committee meeting tomorrow at 11. We will be hearing more about that. We want faculty on the early alert. EAP courses – we set goal of 70% - we are above that by 11%. All data is in your notebook. Data shows that we are getting the students college ready – we are doing our job. New goals will be set for this year.

Professor Hester and Dr. DeLuca – have had the opportunity to present literature circles at NADE. More professional development will be offered on literature circles. Student response was successful. Dr. Lauture – had been brought over to help EAP transition into the credit courses and reach out to them and help them transition & do degree planning.

Prep Centers – great satisfaction rates.

Pathways programs for GED students – we had some transition serves, financial aid, Dr. Gubitti did some lessons, those students were allowed to use the labs. They will be doing this again in the fall. It shows the students that they can go to college. A



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

number of those students have enrolled into ESC. This data will be posted and discuss what do you want to do with this data, what it means and what you want to do with it.

XV. Textbooks

XVI. Activity: Scholarly articles and information

We need to keep up with the current information. Out of time to do activity, which included reading and discussing scholarly articles – but everyone has the articles.

Developmental Studies faculty were asked to keep their binders for future meeting.

Everything to come will have hole punches.

XVII. Anything else – There was not anything else, as we ran out of time.

XVIII. Next meeting – Friday, September 14, 2012, in I 122.

The meeting concluded at 4:35 p.m.

Meeting notes taken by Professor Jaime Marecz

Minutes compiled by Dr. Caroline Seefchak, 08/31/2012



DEPARTMENT OF DEVELOPMENTAL STUDIES

Meeting Sign-in Sheet

District Department Meeting

August 21, 2012, 1:30 p.m.

Dr. Eileen Deluca	<i>Eileen Deluca</i>
Dr. Caroline Seefchak	<i>Caroline Seefchak</i>
Cynthia Baker	<i>Cynthia Baker</i>
Jennifer Baretto	<i>Jennifer Barreto</i>
Karen Buonocore	<i>Karen Buonocore</i>
Wanda Day	<i>Wanda Day</i>
Sabine Eggleston	<i>Sabine Eggleston</i>
Dr. Jennifer Grove	<i>Jennifer Grove</i>
Dr. Rebecca Gubitti	<i>Rebecca Gubitti</i>
Renee Hester	<i>Renee Hester</i>
Bert Lawrence	<i>Bert Lawrence</i>
Melanie LeMaster	<i>Melanie LeMaster</i>
Karen Maguire	<i>Karen Maguire</i>
Jaime Marecz	<i>Jaime Marecz</i>
Tom Mohundro	<i>TM</i>
Pat Newell	<i>Pat Newell</i>
Robert Olancin	<i>Robert Olancin</i>
Joseph Roles	<i>Joseph Roles Jr.</i>
Candace Rosene	<i>Candace Rosene</i>
Violeta Rotonda	
Troy Tucker	<i>Troy Tucker</i>
Cathy Vache	<i>Cathy Vache</i>
Terry Zamor	<i>Terry Zamor</i>
<i>Whitney Rhyme</i>	<i>Whitney Rhyme</i>
<i>Helen Algernon</i>	<i>Helen Algernon</i>
<i>DREW MACY</i>	<i>Drew Macy</i>
<i>Sue Zinderman</i>	
<i>Fran Thomas</i>	
<i>Janice Esdale</i>	<i>Janice Esdale</i>
<i>Pat Newell</i>	
<i>Monica Moore</i>	
<i>Muelle Lanture</i>	
<i>Tom Buckingham</i>	<i>Tom Buckingham</i>



Department of Developmental Studies

Scheduled Faculty Meetings – Fall 2012

Meeting	Date	Time	Venue
Collier Faculty/Adjunct	Thursday, August 16	6:45 – 8:00 p.m.	Collier J 103-J 104
Hendry Faculty/Adjunct	Thursday, August 16	6:00 – 8:00 p.m.	Hendry A 119
All Campuses Faculty	Tuesday, August 21	1:30 – 4:30 p.m.	Lee H 221
Lee Faculty/Adjunct	Tuesday, August 21	5:30 – 7:30 p.m.	Lee H 221
Charlotte Faculty/Adjunct	Wednesday, August 22	5:00 – 7:00 p.m.	Charlotte D 108
All Campuses Faculty	Friday, September 14	1:00 – 2:00 p.m.	Lee I 122 (TLC)
Discipline Area Specific	Friday, September 14	2:00-3:00 p.m.	Lee I 122 (TLC)
All Campuses Faculty	Friday, October 12	1:00 – 2:00 p.m.	Lee I 122 (TLC)
Discipline Area Specific	Friday, October 12	2:00-3:00 p.m.	Lee I 122 (TLC)
Lee Faculty/Adjunct	Tuesday, October 16	4:30 – 5:30 p.m.	Lee H 223
All Campuses Faculty	Friday, November 9	1:00 – 2:00 p.m.	Lee I 122 (TLC)
Discipline Area Specific	Friday, October 12	2:00-3:00 p.m.	Lee I 122 (TLC)
Lee Faculty/Adjunct	Monday, November 19	4:30- 5:30 p.m.	Lee H 223
Faculty and Staff	Wednesday, December 12	12:00 – 2:00 p.m.	Lee H 200

August 2012						
Su	M	Tu	W	Th	F	S
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30						

October 2012						
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November 2012						
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December 2012						
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30	31					

Important Dates

All syllabi due to Dr. Seefchak	Tuesday, August 21
Office schedules due to Dr. DeLuca	Tuesday, August 21
First day of classes	Thursday, August 23
Last day to add/drop	Thursday, August 30
Attendance verification	Friday, August 31
College closed	Monday, September 3
Last day to remove "Incomplete" grades	Thursday, September 20
Last day to withdraw from class	Tuesday, October 30
College closed	Monday, November 12
College closed	November 22 to 25
Last day of classes	Tuesday, December 4
Final exams	December 5 to 12
Fall Commencement	TBA
Final grades due by noon	Friday, December 14

Mission Statement

The mission of the Department of Developmental Studies at Edison State College is to provide a diverse population of students the opportunity to improve mathematics, reading, writing, and/or English language skills in order to achieve success within competitive academic and professional environments.

Dr. Eileen Deluca, District Dean, College and Career Readiness
 Dr. Caroline Seefchak, Department Chair, Developmental Studies
 Cynthia Baker, Professor of Developmental Mathematics
 Jennifer Baretto, Professor of Developmental Mathematics
 Karen Buonocore, Professor of Developmental Mathematics
 Wanda Day, Professor of Developmental Reading
 Sabine Eggleston, Professor of Developmental Mathematics
 Dr. Jennifer Grove, Professor of Developmental English
 Dr. Rebecca Gubitti, Professor of Developmental Mathematics
 Renee Hester, Professor of Developmental Reading
 Bert Lawrence, Professor of Developmental Mathematics
 Melanie LeMaster, Professor of Developmental Reading
 Karen McGuire, Professor of Developmental Reading
 Jaime Marecz, Professor of Developmental Mathematics
 Tom Mohundro, Professor of Developmental English
 Pat Newell, Professor of Developmental Mathematics
 Robert Olancin, Professor of English for Academic Purposes
 Joseph Roles, Professor of Developmental Mathematics
 Candace Rosene, Professor of Developmental Mathematics
 Violeta Rotonda, Professor of English for Academic Purposes
 Troy Tucker, Professor of English for Academic Purposes
 Cathy Vache, Professor of Developmental Mathematics
 Terry Zamor, Professor of Developmental Mathematics



Division of College and Career Readiness
DEPARTMENT OF DEVELOPMENTAL STUDIES

Mission

The mission of the Developmental Studies Department at Edison State College is to provide a diverse population of students the opportunity to improve mathematics, reading, writing, and/or English language skills in order to achieve success within competitive academic and professional environments.

Program Outcomes

Upon completion of the Developmental Sequence, the student will:

- Achieve Post-Secondary Readiness Competencies for ENC 1101 and/or MAT 1033.
- Read at a post-secondary level that correlates with college success.
- Write at a post-secondary level that correlates with college success.
- Understand and apply mathematics and mathematical concepts at a post-secondary level that correlates with college success.
- Matriculate into and successfully complete college level coursework.
- Apply learning strategies in college level coursework.
- Achieve success within competitive academic and professional environments.

DEPARTMENT OF DEVELOPMENTAL STUDIES

Guiding Principles

The Developmental Studies Department:

- Designs courses based on relevant research as well as national and state standards.
- Prepares students to achieve Florida's Post-Secondary Readiness Competencies for ENC 1101 and MAT 1033.
- Teaches students to apply learning strategies in college level coursework.
- Provides a foundation for students to achieve success within competitive academic and professional environments.
- Offers opportunities to take courses in multiple modalities and through flexible scheduling.
- Recognizes that student learning must be goal-oriented and strives to maintain an environment that supports responsibility and commitment.
- Instills practices and habits that cultivate academic integrity by promoting the ethical principles established by the college.
- Prepares students for continual achievement in higher education in order to become productive and contributing members of the community.
- Develops academic language skills for native and non-native speakers of English
- Engages in dialogue with faculty who teach credit courses to ensure a seamless curriculum and appropriate transitions.
- Contributes to the College's goal of increasing student retention and graduation rates through data-driven and research-based initiatives.
- Uses objective and subjective measures continually to evaluate students and programs and uses data in a continuous cycle to revise and improve courses and the overall program.
- Understands that individual success is reflected in many ways and that it is ultimately defined by the unique outcome of each individual student



Division of College and Career Readiness

Eileen DeLuca, Ph.D., Dean

Department of Developmental Studies

Caroline Seefchak, Ph.D., Chair

Community of Practice Dates: Fall 2012

All meetings to be held in I 122, the TLC

COMMUNITY OF PRACTICE: Writing	Time	TOPIC
Wednesday, 09/05	3:00-4:00 pm	Plagiarism and Documentation
Thursday, 09/27	3:00-4:00 pm	Writing Assignments and Rubrics
Tuesday, 10/16	3:00-4:00 pm	Teaching Writing to ELLs
Monday, 11/05	3:00-4:00 pm	Grammar in College Papers

COMMUNITY OF PRACTICE: Reading	Time	TOPIC
Thursday, 09/13	4:00-5:00 pm	Keys to Reading Comprehension
Thursday, 10/25	4:00-5:00 pm	Literature Circles
Wednesday, 11/28	4:00-5:00 pm	Vocabulary Activities
Wednesday, 12/5	4:00-5:00 pm	Helping English Language Learners Read College Texts

COMMUNITY OF PRACTICE: Mathematics	Time	TOPIC
Friday, 09/14	TBA	
Friday, 10/12	TBA	
Friday, 11/16	TBA	



Department of Developmental Studies Telephone Contacts

Dr. Eileen Deluca	District Dean College and Career Readiness	1998	239 985 3498
Dr. Caroline Seefchak	Department Chair Developmental Studies	1117	239 489 9117
Cynthia Baker	Developmental Mathematics	3928	239 732-3737
Jennifer Barreto	Developmental Mathematics	5661	941 637 5661
Dr. Tom Buckingham	Director, Academic Success, Collier	3139	239 732 3139
Karen Buonocore	Developmental Mathematics	1423	239 489 9423
Wanda Day	Developmental Reading	5685	941 637 5685
Sabine Eggleston	Developmental Mathematics	1435	239 489 9435
Janice Esdale	Director, Academic Success, Charlotte	5605	941 637 5605
Dr. Jennifer Grove	Developmental English	1380	239 489 9380
Dr. Rebecca Gubitti	Developmental Mathematics	6940	239 433 6940
Renee Hester	Developmental Reading	1231	239 489 9231
Bert Lawrence	Developmental Mathematics	1601	239 433 8001
Melanie LeMaster	Developmental Reading	1425	239 489 9425
Karen McGuire	Developmental Reading	3408	239 732 3408
Jaime Marecz	Developmental Mathematics	6972	239 433 6972
Tom Mohundro	Developmental English	3706	239 732 3706
Monica Moore	Director, Academic Success, Lee	1378	239 489 9378
Pat Newell	Developmental Mathematics	3756	239 732 3756
Robert Olancin	English for Academic Purposes	3407	239 732 3407
Joseph Roles	Developmental Mathematics	1335	239 489 9335
Candace Rosene	Developmental Mathematics	6606	239 432 7306
Violeta Rotonda	English for Academic Purposes	1381	239 489 9381
Troy Tucker	English for Academic Purposes	1443	239 489 9443
Cathy Vache	Developmental Mathematics	1820	239 985 8320
Terry Zamor	Developmental Mathematics	6604	239 432 7304

**Edison State College - Department of Developmental Studies
Course Numbers and Textbooks**

Old Course Number	New Course Number and Text
MAT 9002	n/a
MAT 9013	MAT 0018 <i>Pre-algebra and Introductory Algebra</i> , ISBN: 1256116262 (3 rd ed)
MAT 9024	MAT 0028 <i>Pre-algebra and Introductory Algebra</i> , ISBN: 1256116262 (3 rd ed)
REA 9001	n/a
REA 9002	REA 0007 <i>Ten Steps To Improving College Reading Skills</i> , ISBN: 9781591940999 (5th Ed) <i>Improving Vocabulary Skills</i> , ISBN: 9781591941903 (4 th Ed) Same as last year but no novels required to be purchased by student
REA 9003	REA 0017 <i>Merriam-Webster Dictionary</i> , ISBN: 9780877799306 (NEW ED) <i>Ten Steps To Advancing College Reading Skills</i> , ISBN: 9781591942009 (5 th ed) <i>Advancing Vocabulary Skills</i> , ISBN: 9781591941934 (4 th ed) Same as last year, but no novels required to be purchased by student
ENC 9010	ENC 0015 <i>The Writer's World: Sentences and Paragraphs + MyWritingLab</i> , ISBN: 9780205043354
ENC 9020	ENC 0025 <i>The Writer's World: Paragraphs And Essays + MyWritingLab + Thinking Through the Test</i> , ISBN: 9780205197903



The Principles of Developmental Education

- Accept students where they are and move them as far as they can go.
- Assume that all students have potential for growth.
- Facilitate transfer of knowledge to new learning situations.
- Increase cognitive self-awareness.
- Encourage students to gradually accept responsibility for their own learning.
- Recognize that learning also includes affective development.
- Envision all students as potential graduates of this college.

Division of College and Career Readiness
Department of
Developmental Studies



EDISON STATE
COLLEGE

Department Meeting
August 21, 2012

Welcome

We have eight new full-time faculty members!





Charlotte Campus

Jennifer Barreto, Math

Wanda Day, Reading

Collier Campus

Karen Maguire, Reading

Tom Mohundro, English

Pat Newell, Math

Robert Olancin, EAP

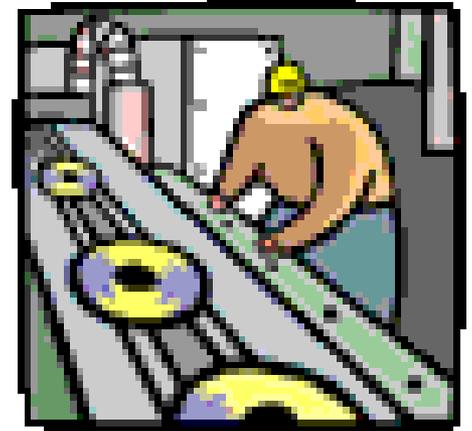
Lee Campus

Candace Rosene, Math

Terry Zamor, Math

The little known fact ...

Introductions



Each participant in today's meeting, please tell us:

Your name

Your function

A little known fact about you

Successes and Accomplishments



Your Department Notebooks

Fall 2012 Calendar with important dates and list of full-time faculty

Mission, Program Outcomes, Guiding Principles

Meeting Schedule

College Calendar

Syllabi Guidelines

Duty Day Calendar

Forms

Competencies

Exam Schedules

Readings for Developmental Educators

Other

Principles of Developmental Education

Office of Adaptive Services

Drew Macy, Coordinator



2012 SENSE Survey

SENSE SURVEY
ENTERING COLLEGE INFORMATION

Please Print or Type in Capital Letters
Print or Type in Numbers
Print or Type in Letters and Numbers

1. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

2. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

3. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

4. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

5. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

6. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

7. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

8. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

9. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

10. How long have you been in college since your FIRST YEAR BEGINNING?
No
Yes

SE PAGE 4

<http://www.ccsse.org/sense/survey/survey.cfm>

The QEP



<http://edison.edu/fye/cornerstone.php>

SACS 2.8

Core Requirement 2.8

→ The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Ad Hoc Committees

Policy Committee- Review and work on updating College Operating Procedures, develop new procedures where appropriate, and create a process for vetting COP's through faculty committees

Committee Composition: Faculty (2 Arts and Science, 2 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 Developmental, 1 Librarian), administrator(s), staff

Ad Hoc Committees

Faculty Portfolio Committee- Review and revise full-time and adjunct portfolios. The faculty portfolios must align with the new

Committee Composition: Full-time faculty (3 Arts and Science, 3 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 School of Education, 1 Developmental, 1 Librarian), adjunct faculty, administrator(s), human resource staff, adjunct coordinator(s)

Ad Hoc Committees

Convocation/Graduation Committee -

Assist in planning and executing convocation and graduation ceremonies. It may be useful to have sub-committees by campus.

Committee Composition: Full-time faculty (2 Arts and Science, 2 Professional and Technical, 1 Health Science, 1 Nursing, 1 Law and Public Safety, 1 School of Education, 1 Librarian), auxiliary services, student affairs staff, administrator(s), staff

Ad Hoc Committees

Shared Governance Committee - While shared governance emerges from the interactions and outcomes between administration and faculty, it is necessary for Edison to build a strong framework that accurately depicts our model of shared governance. This committee will assist in developing and producing a conceptual framework for shared governance.

Committee Composition: Faculty (1 -2 Faculty members from each division), administrator(s)

Ad Hoc Committees

General Education Committee - This committee will be comprised of department chairs or their designees. The committee will develop a plan for implementing the general education core as depicted in House Bill 7135: General Education.

Committee Composition: Department chairs, administrator(s)

Division of College and Career Readiness

EDISON STATE COLLEGE

College Readiness



C O N F E R E N C E

June 1, 2012

College Readiness Conference

- 50 faculty and administrators from Lee, Collier, Charlotte and Hendry County
- 25 faculty, staff and administrators from Edison State College
- In 2012, year we increased the number of K-12 attendees by 18, for a total of 50 (56% increase).
- In 2012, we increased the number of ESC attendees by 12, for a total of 25 (92% increase).
- Awarded \$4,500 mini-grant from Florida Division of Colleges



EDISON STATE COLLEGE
College Readiness

CONFERENCE
June 1, 2012



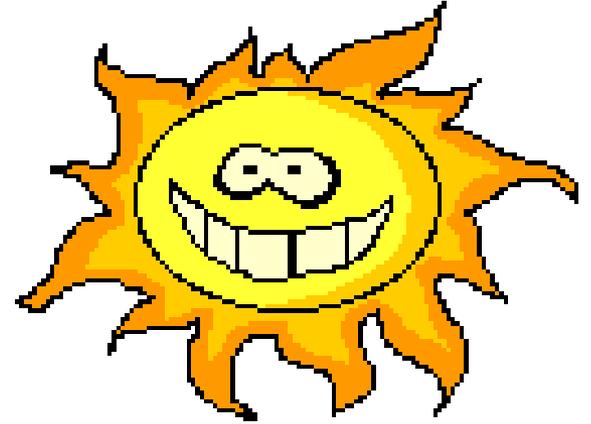
EDISON STATE COLLEGE
College Readiness

CONFERENCE
June 1, 2012

Modes of course delivery



Sunshine Committee:



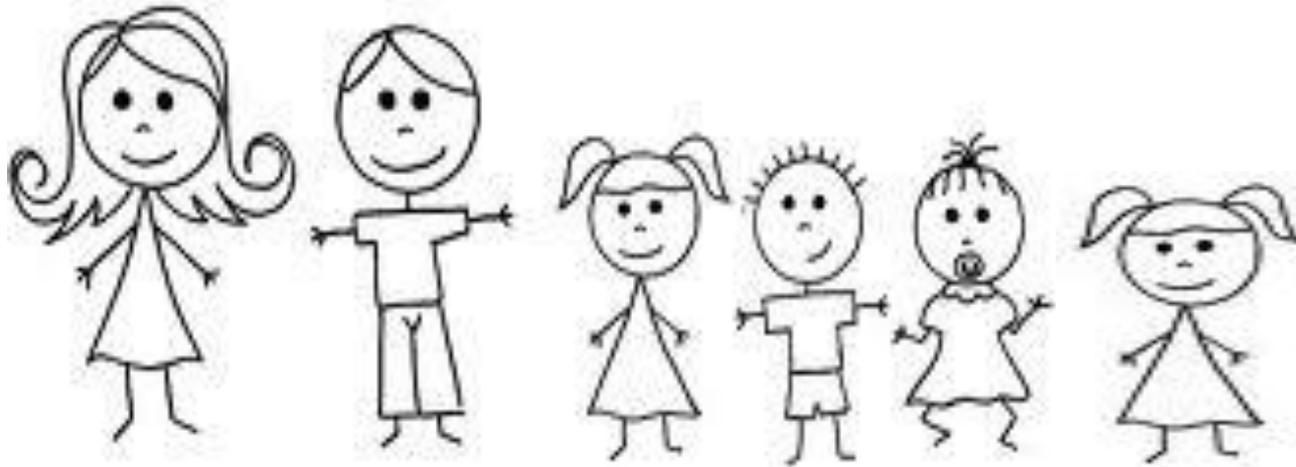
Professor Cathy Vache

Professor Karen Buonocore



Five-minute break ... have some snacks ...

Activity: The Wright Family





Bomb Group

- Mrs. Wright had a thought while the family was on the road. What was Mrs. Wright's thought about?
- What impact did others in the group have on your ability to pay attention to the story?
- What did this activity tell you about communication?

☺ Smile Group

- What did Mr. Wright notice on the way out of the driveway? Describe it.
- How did it make you feel when others messed up during this activity?
- What did this activity tell you about communication?

Checkmark Group

- Where was the Wright family going at the beginning of the story?
- How did you feel during this activity?
- What did this activity tell you about communication?

◆ Diamond Group

- Why did Mr. Wright stop the car? Later, what did he realize he forgot?
- Think of when you've been told to "listen for" or to "look for" something. Did you ever think about the things you've missed?
- What did this activity tell you about communication?

★ Star Group

- Who got sick in the story?
- Why didn't Aunt Linda Wright go on the trip?
- What did this activity tell you about communication?

DATA

with Dr. DeLuca

Fall 2011 P.E.R.T. Data-ESC Applicants

P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	3,160	516	16.33%
Reading	2,307	1,170	50.72%
Writing	2,374	1,360	57.29%

Spring 2012 P.E.R.T Data-ESC Applicants

P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	2,181	420	19.26%
Reading	1,755	1,015	57.83%
Writing	1,712	1,144	66.82%

Student Enrollment Data

Table 1)

Annual Unduplicated Headcount including Unduplicated Headcount in College Prep Courses

	Academic Years					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
A) Annual Unduplicated Headcount	17,111	17,191	18,634	21,627	24,262	24,248
B) Annual Unduplicated Prep Headcount	2,737	2,762	3,255	4,115	5,008	5,217
C) College Prep as Percent of Total Headcount	16.00%	16.07%	17.47%	19.03%	20.64%	21.52%

Table 2)

Students with Initial College Prep Placement as a Percentage of Annual Unduplicated Headcount

	Academic Years					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
A) Annual Unduplicated Headcount	17,111	17,191	18,634	21,627	24,262	24,248
B) Enrolled with Initial College Prep Placement	9,045	9,083	9,968	11,498	13,584	13,975
C) Unduplicated Headcount with Prep Placement (%)	52.86%	52.84%	53.49%	53.17%	55.99%	57.63%

Note:

Initial college prep placements are determined by cut-off test scores. For any given term, students who are counted in row B of table 2 and who complete required college prep courses will not be counted in prep enrollment for subsequent terms. For example, a student who tested into college prep reading and completes college prep reading during the 2005-2006 academic year will not be counted as enrolled in college prep during any year after 2005-2006; however, because the student's initial placement indicated college prep, that student will be counted in row b of table 2 for each year in which they enrolled for any course.

State Accountability Report

Measure 4, Part 1 College Preparatory Success

Definition: First Time in College (FTIC) or previously dual enrolled degree-seeking students who failed some portion of an entry level test (CPT, ACT, or SAT), enrolled in a college preparatory course, and passed the highest level course in the preparatory area (or exited via re-testing or course transfer). For 2011, the tracking period begins in Fall 2008 and ends in Summer 2011.

Measure 4, Part 1 College Preparatory Success: Reading

	5 Yr Goal	2006	2007	2008	2009	2010	2011	Students in Cohort	Diff. from 5yr. Goal
Edison State College Trend									
All Degree/Cert Seeking	70.0%	61.9%	64.2%	67.9%	70.5%	72.2%	72.0%	615	2.0%
Asian/Pacific Islander	70.0%	80.0%	84.2%	100.0%	92.3%	90.9%		11	
African American/Black	63.2%	63.6%	67.1%	64.2%	69.8%	65.2%		118	
Hispanic	59.5%	64.4%	66.0%	62.0%	76.2%	80.1%		161	
Amer Indian/AK Native	100.0%	100.0%	100.0%	100.0%	100.0%	50.0%		4	
Caucasian/White	61.8%	63.1%	67.3%	74.2%	70.1%	70.3%		313	
Other	0.0%	72.7%	80.0%	100.0%	85.7%	62.5%		8	

Measure 4, Part 1 College Preparatory Success: Writing

	5 Yr Goal	2006	2007	2008	2009	2010	2011	Students in Cohort	Diff. from 5yr. Goal
Edison State College Trend									
All Degree/Cert Seeking	70.0%	64.1%	63.3%	62.8%	65.4%	61.0%	56.2%	502	-13.8%
Asian/Pacific Islander	71.4%	83.3%	71.4%	50.0%	100.0%	44.4%		9	
African American/Black	66.7%	56.4%	57.4%	67.4%	60.0%	54.0%		113	
Hispanic	52.9%	63.8%	61.0%	62.5%	66.0%	57.9%		126	
Amer Indian/AK Native	100.0%	50.0%	100.0%	100.0%	100.0%	25.0%		4	
Caucasian/White	66.4%	63.2%	64.7%	65.6%	68.1%	56.8%		243	
Other	66.7%	100.0%	0.0%	100.0%	75.0%	71.4%		7	

State Accountability Report

Measure 4, Part 1 College Preparatory Success: Math

	5 Yr Goal	2006	2007	2008	2009	2010	2011	Students in Cohort	Diff. from 5yr.
Edison State College Trend									
All Degree/Cert Seeking	50.0%	44.8%	46.5%	43.7%	46.2%	45.7%	49.2%	1094	-.8%
Asian/Pacific Islander		85.7%	66.7%	33.3%	80.0%	80.0%	68.4%	19	
African American/Black		36.3%	50.0%	37.8%	46.0%	37.0%	35.3%	150	
Hispanic		44.0%	37.7%	33.0%	50.0%	46.6%	50.8%	256	
Amer Indian/AK Native		60.0%	100.0%	50.0%	0.0%	33.3%	50.0%	4	
Caucasian/White		46.1%	47.5%	47.3%	44.4%	46.7%	51.4%	653	
Other		25.0%	50.0%	71.4%	66.7%	50.0%	33.3%	12	

Retention: Term to Term

- Developmental Courses
 - Fall 2011: 2,724 students taking one or more developmental courses (ENC 0015, 0025, REA 0007, 0017, and MAT 0018, 0028).
 - **Spring 2012: Of 2,724 students who were enrolled in Fall 2011, 2,027 (74.4%) were enrolled in credit classes.**
 - This falls 10.6% short of the stated goal (85%).
- EAP Courses
 - Fall 2011: 230 students enrolled in level 5 and 6 EAP.
 - **Spring 2012: 187 of the 230 who were enrolled in Fall 2011 (81.3%) were enrolled (in credit courses).**
 - This exceeds the stated goal (70%) by 11.3%

Retention: Year to Year

- Developmental Courses:
 - Fall 2010: 3,024 students were taking one or more developmental courses (ENC 0015, 0025, REA 0007, 0017, and MAT 0018, 0028)
 - 90 graduated (Fall 2010-Spring 2012): AA-56, AS-21, AS Cert-13.
 - 1,373 were enrolled in Spring 2012.
 - **Spring 2012: 1,463 (48.4%) graduated or were enrolled. This falls 11.6% short of the stated goal (60%).**
- EAP Courses:
 - Fall 2010: 247 students enrolled in EAP 5 and 6.
 - 5 of 247 graduated after Summer 2010 (AA-2, AS-1, AS Cert-2).
 - 140 were enrolled in Spring 2012; 122 had total GPA of 2.5 or more in Spring 2012 semester.
 - **Spring 2012: 127 (51.4%) either graduated or were enrolled in Spring 2012 with GPA 2.5 or greater. This exceeds the stated goal (50%) by 1.4%.**

Developmental Mathematics

Success Rates

Student Satisfaction

Redesign Initiatives

Communities of Practice

Mathematics Adjunct Certification

Developmental Mathematics: Success Rates-Mastery Exam

Fall 2011 : 52.7% of MAT 0028 students district-wide successfully completed the course and passed the mastery exam.

Spring 2012: 50.6% of MAT 0028 students district-wide successfully completed the course and passed the mastery exam.

2011-2012 academic year: 51.6% district-wide successfully completed the course and passed the mastery exam.

This falls 8.4% short of the stated goal of 60%.

Common Course Assessment Pilot-MAT 0028

- **Spring 2012: 312 of 746 students (41.82%) had an overall rubric score of 75% or better.**
- **Mean scores per criterion (on a 4-point scale)**
 - Analysis: 2.304147465
 - Computation: 2.092165899
 - Labeling: 2.65437788
- **Rubric standardization planned for Fall 2012**

Success in Gatekeeper Courses

MAT 1033 Success Rates

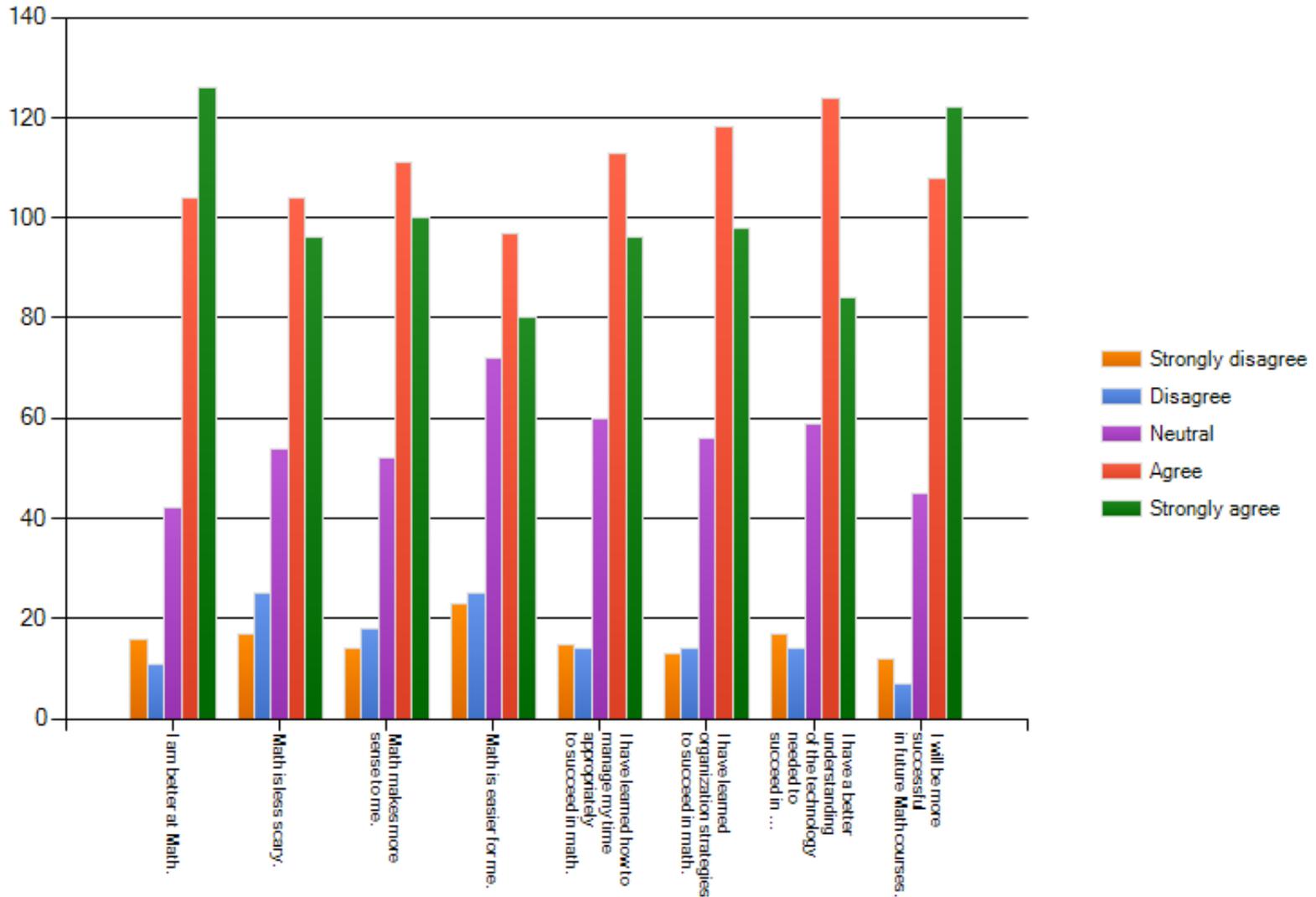
Term	Tested into MAT 1033*			Did not test into MAT 1033		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Fall 2005	469	288	61%	291	194	67%
Spring 2006	269	151	56%	233	144	62%
Summer 2006	111	87	78%	157	126	80%
Fall 2006	577	365	63%	285	173	61%
Spring 2007	320	175	55%	370	240	65%
Summer 2007	98	71	72%	154	115	75%
Fall 2007	664	426	64%	360	212	59%
Spring 2008	360	234	65%	522	310	59%
Summer 2008	136	103	76%	184	144	78%
Fall 2008	828	519	63%	527	336	64%
Spring 2009	366	221	60%	574	354	62%
Summer 2009	167	116	69%	265	184	69%
Fall 2009	871	565	65%	616	381	62%
Spring 2010	449	219	49%	823	491	60%
Summer 2010	154	114	74%	357	240	67%
Fall 2010	837	546	65%	681	415	61%
Spring 2011	461	270	59%	859	489	57%
Summer 2011	145	100	69%	328	230	70%
Fall 2011	772	534	69%	705	397	56%
Spring 2012	466	315	68%	761	430	57%

* Tested into MAT 1033 - students who have indicator Z as College Preparatory Completion Indicator in the same semester data

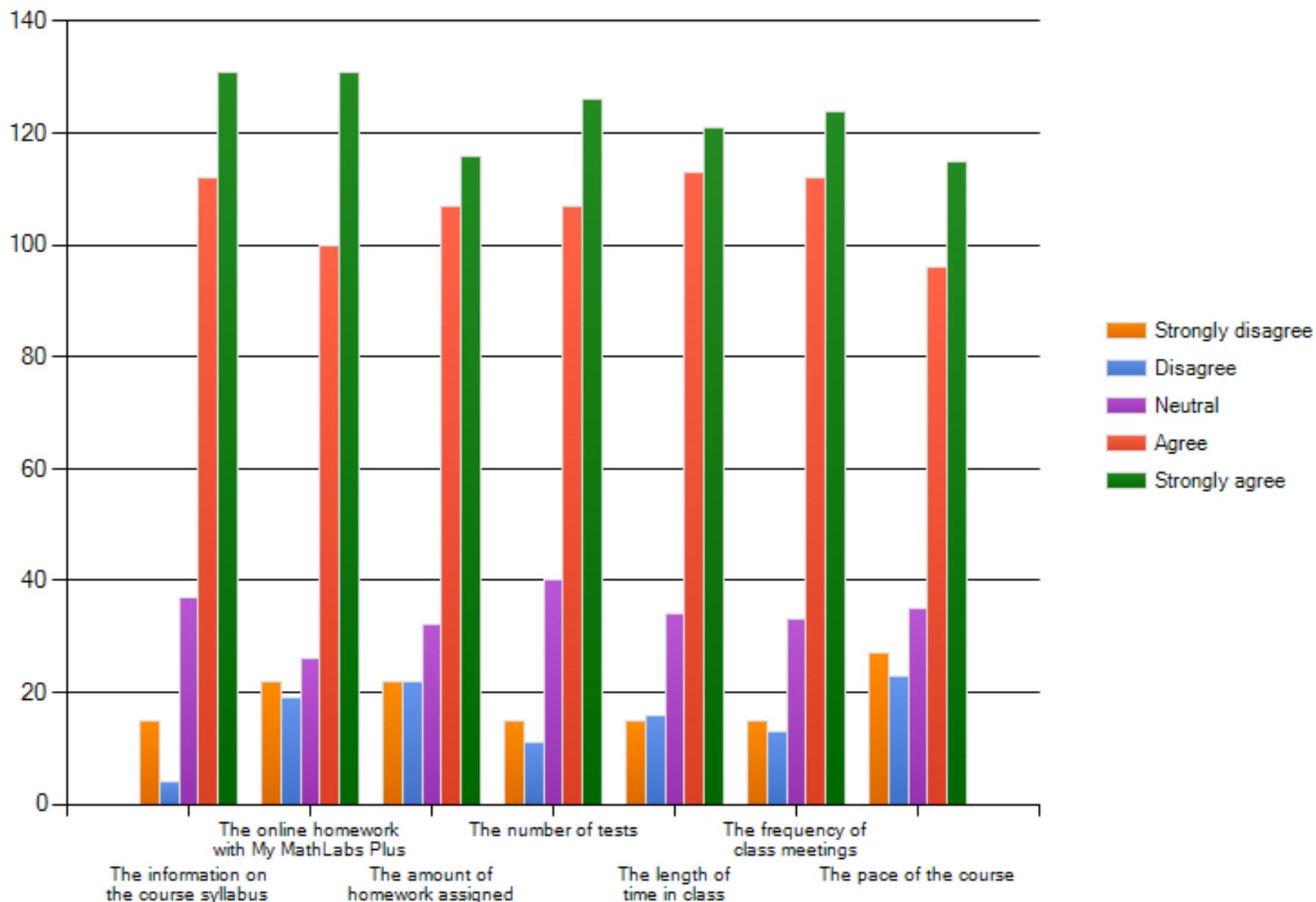


Developmental Mathematics: Student Satisfaction

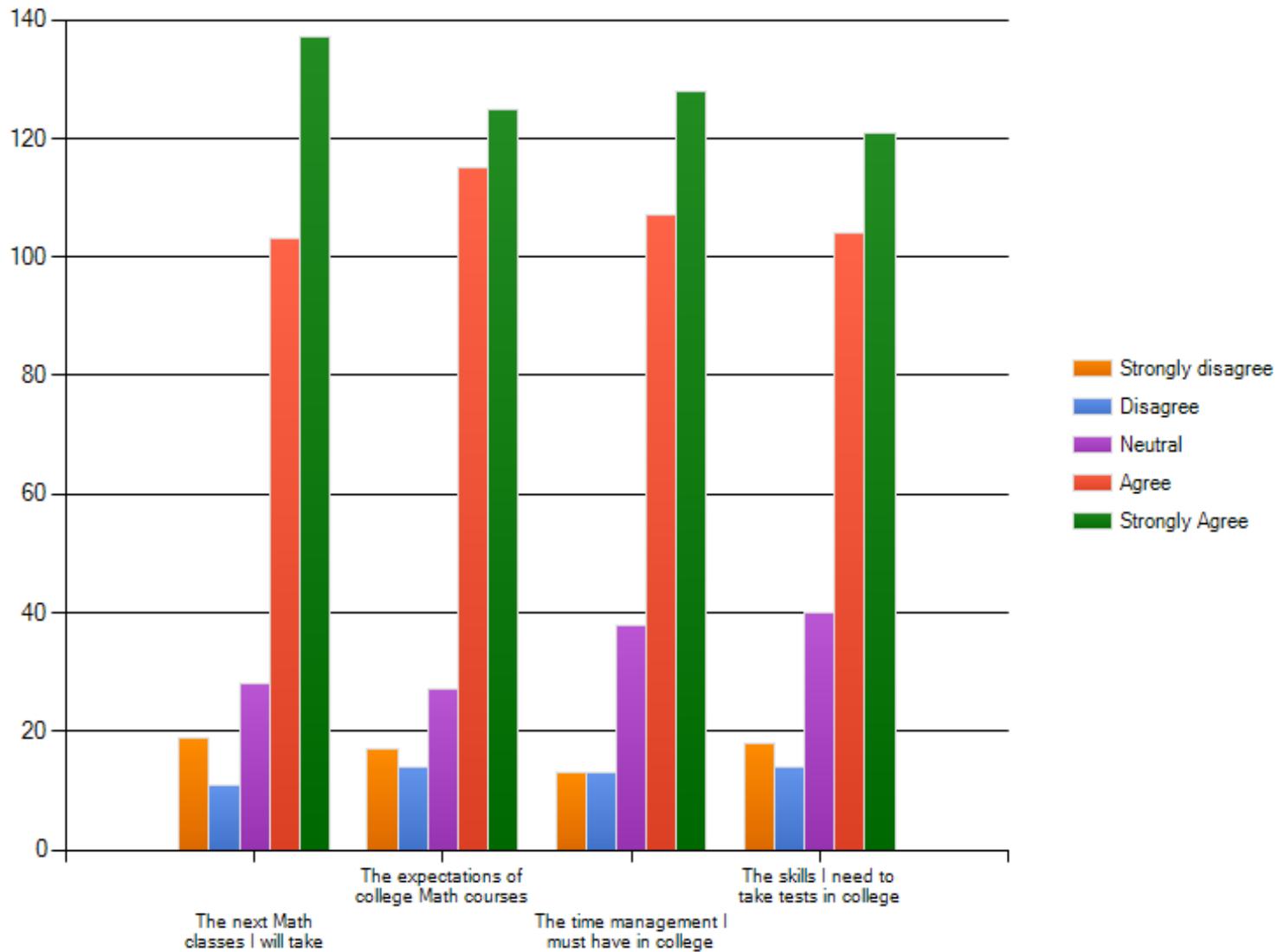
I believe the following since taking this Math class.



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

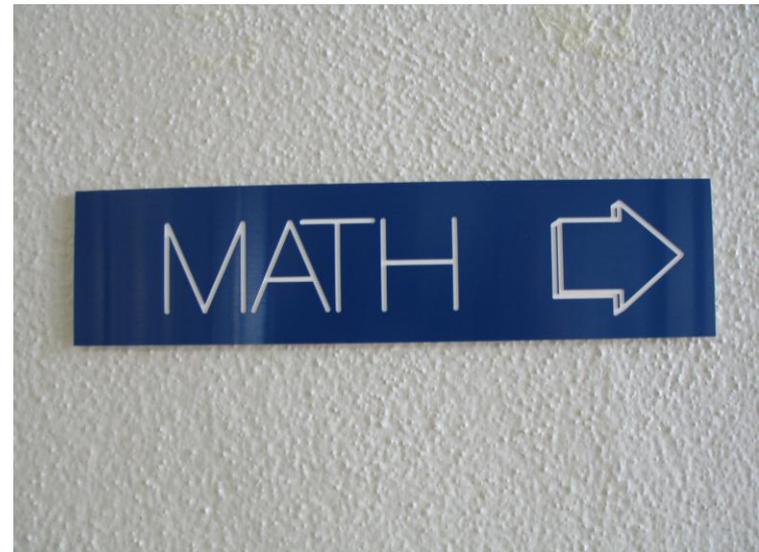


This Math course prepared me for:



Developmental Mathematics: Redesign Initiatives

April 12, 2012: Dean and six faculty visited Santa Fe College and toured its Math Redesign program.





Communities of Practice

- Fall 2011:
 - 10 Community of Practice: Math sessions
 - 26 FT faculty, adjuncts and staff from Lee, Collier, and Hendry/Glades campuses participated in one or more sessions.
- Spring 2012:
 - 10 Community of Practice: Math sessions

Developmental Mathematics: Communities of Practice

Table 3
Math Community of Practice Workshop Evaluation Summary (2011-2012)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Content											
Covered Useful Material	127	84%	23	15.13%	2	1%		0%		0%	152
Practical to My Needs and Interests	126	83%	24	15.79%	2	1%		0%		0%	152
Effective Activities	115	76%	26	17.11%	9	6%		0%		0%	152
Increased Understanding of Topic	117	77%	26	17.11%	9	6%		0%		0%	152
Will Apply Knowledge Gained	117	77%	27	17.76%	6	4%		0%		0%	152
Increased Professional Knowledge	132	87%	16	10.53%	4	3%		0%		0%	152

	Excellent		Good		Fair		Poor		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Total Workshop Experience	116	83%	24	17.14%		0%		0%	140

What other topics would you like to see?

Areas of focus throughout the curriculum.

Topics in math (Different Approaches)

Test Gen

Exam Writing Using Other Techniques

More Assessment Topics

Just Keep Doing This

MyLabsPlus Custom Question Creation

More Practice/Discussion about Creating & Assessing Assignments, Lectures, and Assessment Techniques

Practical responses to Sacs expectations vis a vis teaching loads, assignments (on line) and 4 tests per courses

Graphing Using SMART Board

Research topics

Creating Meaningful Assessments

Extra Credit

Training on Rubrics

Specifics on Rubrics

Common Core Assessments

Rubrics for Grading

Rubrics

Math Adjunct Certification

Module	My Labs Plus	Classroom Technology	Course-specific (MAT 1033, MAT0018/0028, MAC1105)
Topics	<ul style="list-style-type: none"> • Instructor Access • Student Access • Customizing the master course for use in individual sections • Creating assignments • Using the various settings • Best practices 	<ul style="list-style-type: none"> • Use of podium • Use of SMART Board • Use of SMART Notebook • Math Type • TI Smartview • Emerging technologies beneficial to math teaching 	<ul style="list-style-type: none"> • Syllabus review • Textbooks • General Education Competencies • Assessment • Required technology • Best practices

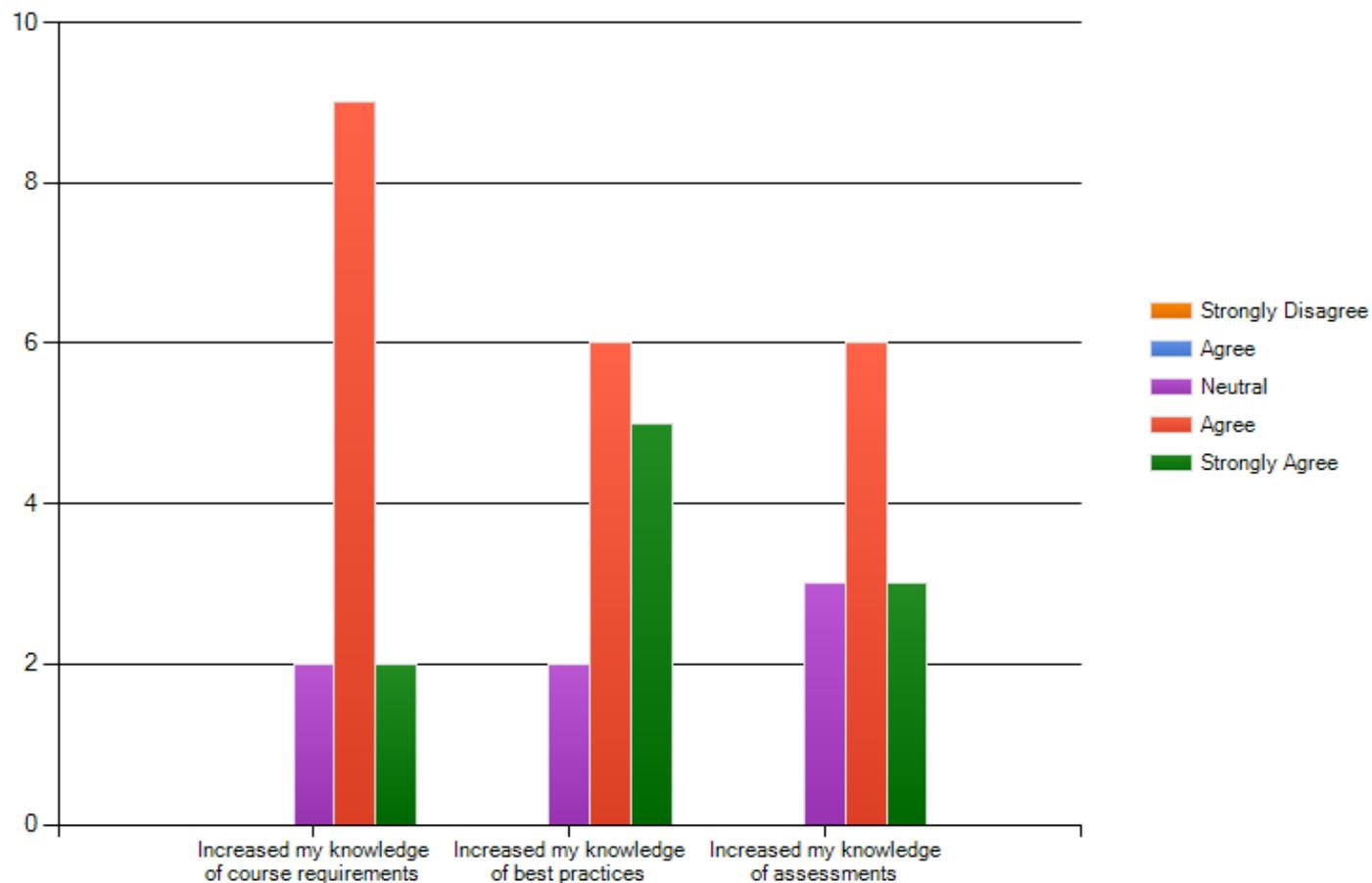
Developmental Mathematics: Adjunct Certification 2011-2012



	Math Department	College Prep	Total
Full-time	3	4	7
Adjunct	13	5	18
Total	16	9	25

August 2011

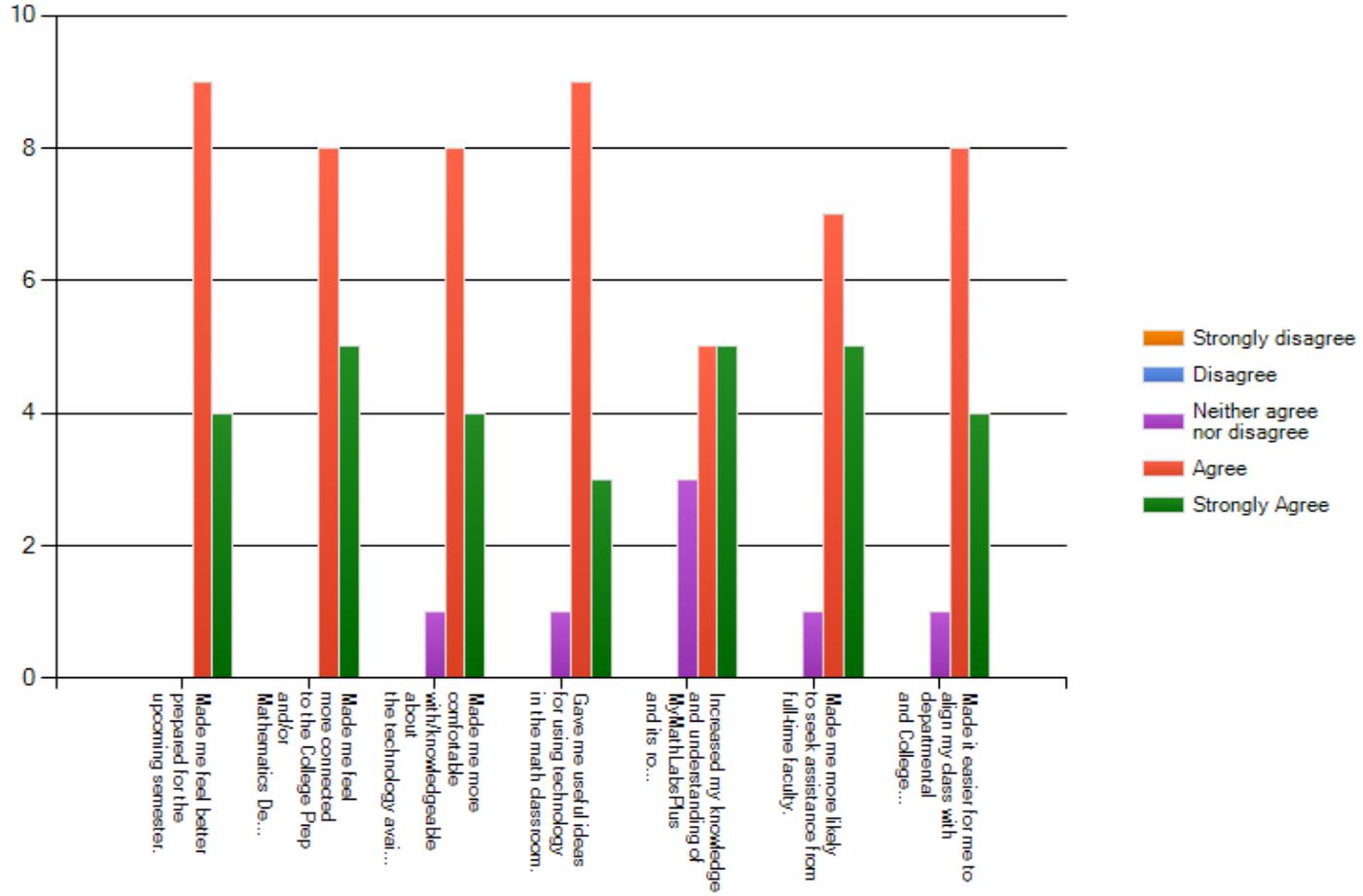
Indicate the extent to which you agree that the "Course-Specific" (MAT 1033, MAC 1105, MAT 0018/0028) module's topics and activities increased your knowledge of the following:



August 2011



Participating in the Adjunct Certification Program...



Developmental English

Success Rates

Student Satisfaction

Redesign Initiatives

Communities of Practice

Developmental English: Success Rates-Mastery Exam

Fall 2011 semester, 64% of ENC 0025 students district-wide successfully completed the course and passed the mastery exam.

Spring 2012: 64% of ENC 0025 students district-wide successfully completed the course and passed the mastery exam.

The success rate the 2011-2012 academic year is 64%. This includes Fall 2011 and Spring 2012.

This falls 6% short of the stated goal of 70%.

Success Rates-Common Course Assessment

- **Spring 2012: 37.91% of the students received an overall score of 75% or better.**
- Overall means for each criterion (on a 4-point scale):
 - Introductory Paragraph: 2.84
 - Supporting Paragraph: 2.93
 - Organization: 3.05
 - Concluding Paragraph: 2.79
 - Grammar: 2.73
 - Mechanics: 2.62
 - Research: 2.42

Success in Gatekeeper Courses

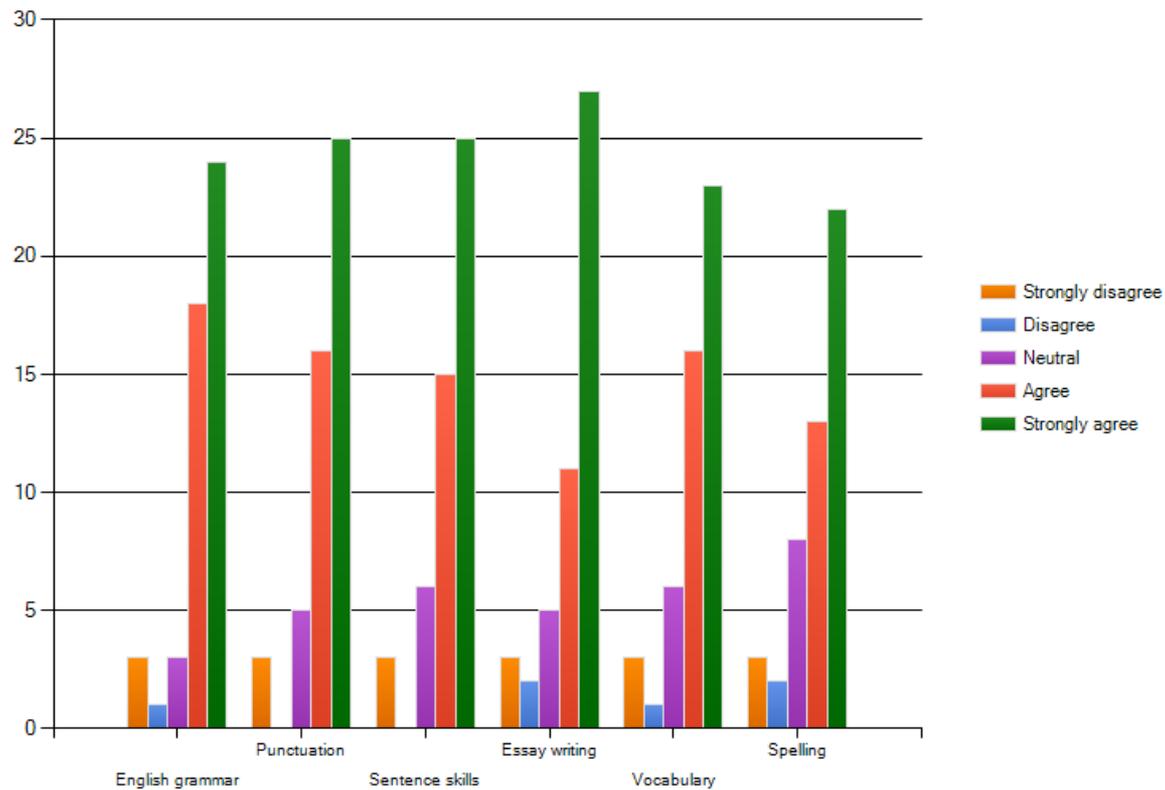
ENC 1101 Success Rates

Term	Tested into ENC 1101*			Did not test into ENC 1101		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Fall 2005	1,821	1,370	75%	159	110	69%
Spring 2006	729	470	64%	162	107	66%
Summer 2006	291	230	79%	52	41	79%
Fall 2006	1,742	1,168	67%	163	117	72%
Spring 2007	735	486	66%	152	106	70%
Summer 2007	258	184	71%	79	53	67%
Fall 2007	1,884	1,237	66%	173	122	71%
Spring 2008	867	504	58%	225	140	62%
Summer 2008	330	232	70%	91	61	67%
Fall 2008	2,214	1,724	78%	238	177	74%
Spring 2009	978	622	64%	289	195	67%
Summer 2009	488	389	80%	135	114	84%
Fall 2009	2,518	1,735	69%	302	216	72%
Spring 2010	1,250	760	61%	410	289	70%
Summer 2010	556	419	75%	174	125	72%
Fall 2010	2,616	2,093	80%	368	251	68%
Spring 2011	1,302	799	61%	409	251	61%
Summer 2011	407	315	77%	162	130	80%
Fall 2011	2,667	2,019	76%	301	199	66%
Spring 2012	1,663	837	50%	319	197	62%

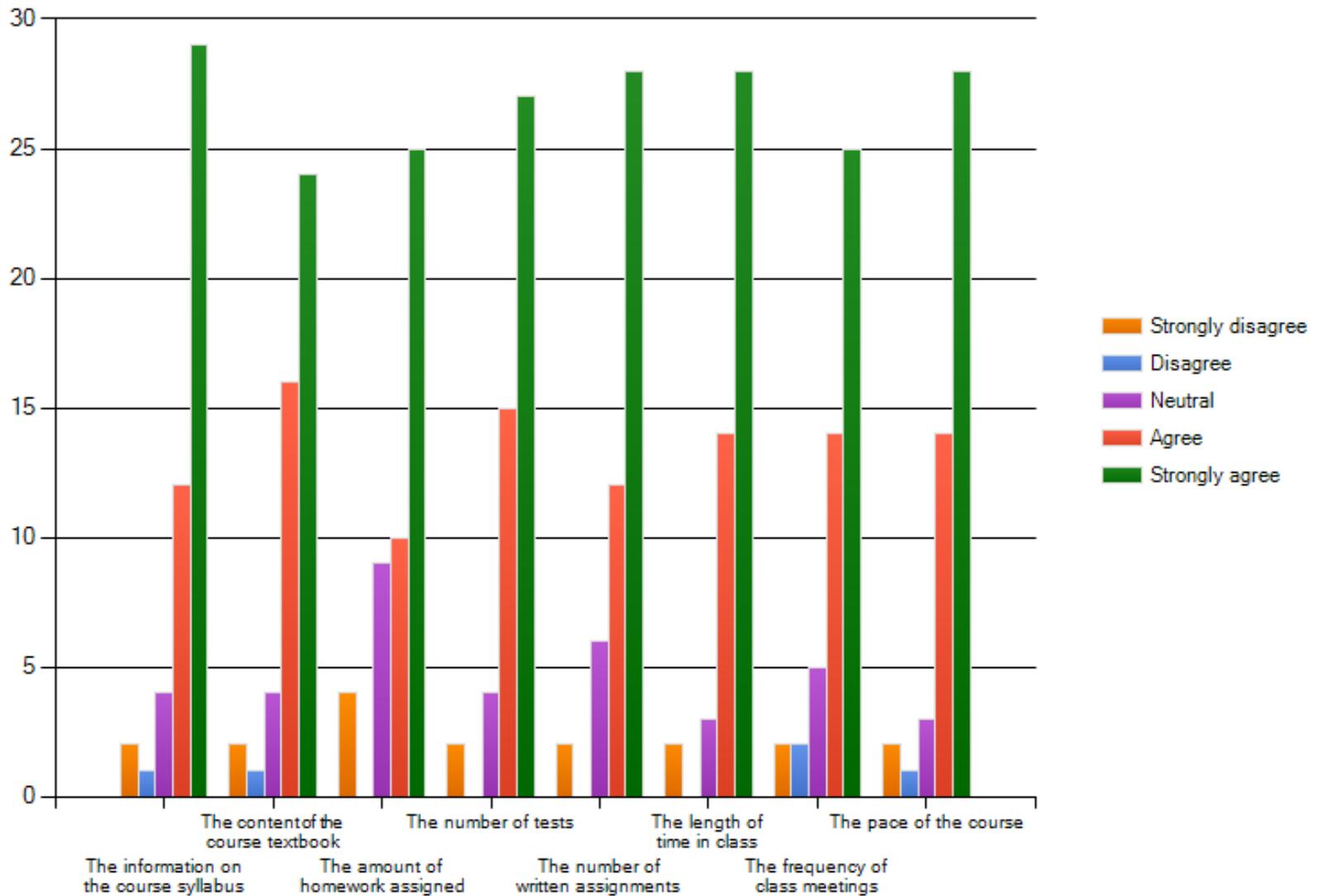
* Tested into ENC 1101 - students who have indicator Z as College Preparatory Completion Indicator in the same semester data

Developmental English: Student Satisfaction

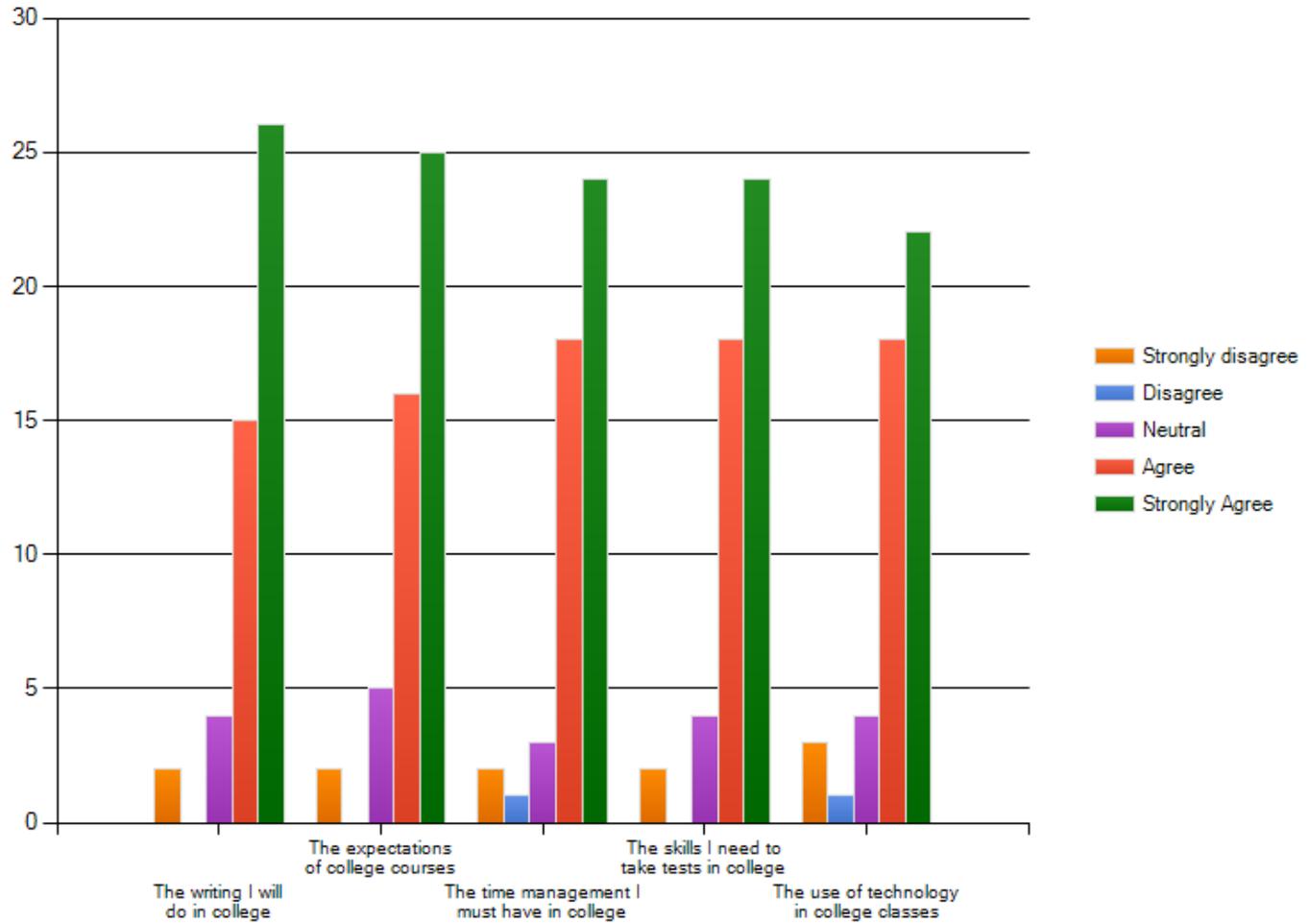
I believe I have improved in the following areas since taking this English class.



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



This English course prepared me for:



Communities of Practice: Writing

- Fall 2011 : 7 Community of Practice Writing sessions
- 35 FT faculty, adjuncts and staff from Lee and Collier campuses participated in one or more Community of Practice: Writing sessions.
- Spring 2012: 6 Community of Practice Writing sessions

Developmental English: Communities of Practice

Table 1
Writing Community of Practice Workshop Evaluation Summary (2011-2012)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Content											
Covered Useful Material	35	83%	7	16.67%		0%		0%		0%	42
Practical to my Needs & Interests	30	71%	11	26.19%	1	2%		0%		0%	42
Effective Activities	29	69%	11	26.19%	2	5%		0%		0%	42
Increased Understanding of Topic	25	60%	13	30.95%	3	7%	1	2%		0%	42
Will apply Knowledge Gained	31	74%	9	21.43%	2	5%		0%		0%	42
Increased Professional Knowledge	33	79%	8	19.05%	1	2%		0%		0%	42
Workshop Experience											
	Excellent		Good		Fair		Poor				All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Total Workshop Experience	34	81%	7	16.67%	1	2%		0%			42

What other topics would you like to see?

Attendance Strategies

Developmental English

Ice Breakers

How to deal with ELLs

Best Practices from beginning to end of a writing project

Technology

Enhancing Critical Thinking in Essays

Developmental Reading

Success Rates

Student Satisfaction

Initiative: Literature Circles

Communities of Practice



Developmental Reading: Success Rates-Mastery Exam

Fall 2011: 78% of REA 0017 students district-wide successfully completed the course and passed the mastery exam.

Spring 2012: 74.2% of REA 0017 students district-wide successfully completed the course and passed the mastery exam.

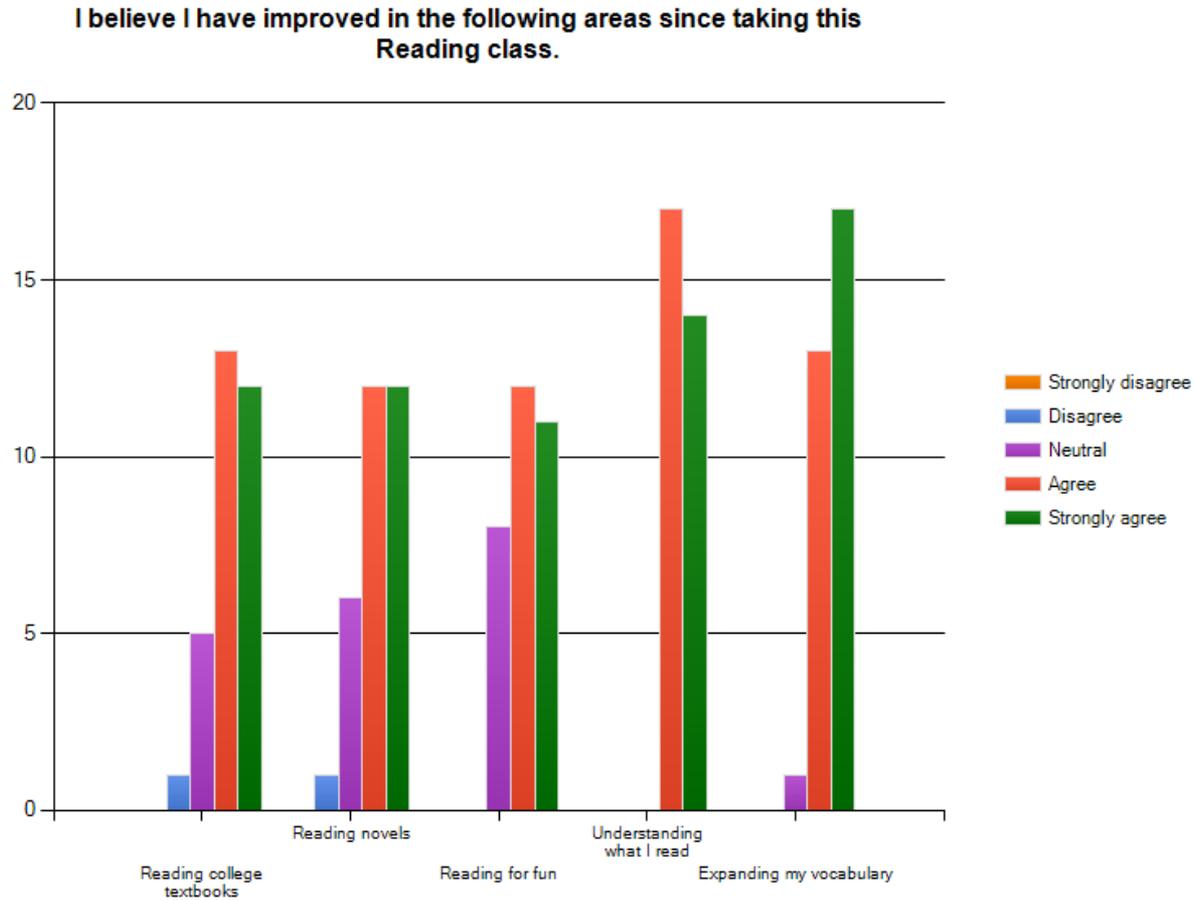
2011-2012 academic year: 76.7% This includes fall 2011 and spring 2012 only to focus on success since the implementation of REA 0017 (REA 0017 replaced REA 9003 in fall 2011).

This falls 3.3% short of the stated goal of 80%.

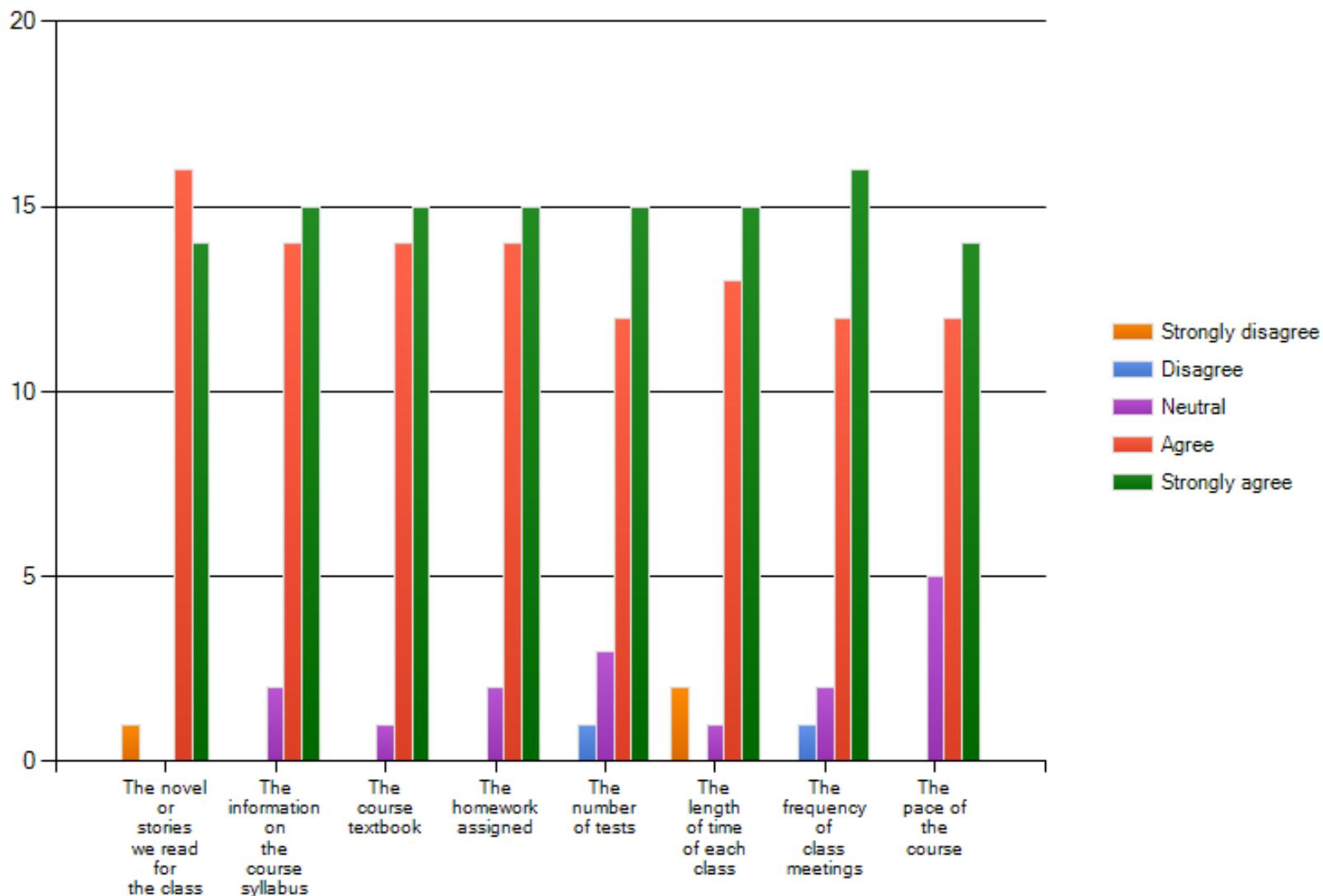
Common Course Assessment Pilot

- The Performance Series Exam was administered as a pre- and post test to students district-wide in REA 0017. **Significant gains were made district-wide (Mean Scale Score Difference=+48).**
- By campus:
- Charlotte Mean Scale Score Difference=+41
- Lee Mean Scale Score Difference=+47
- Hendry/Glades Mean Scale Score Difference=+52
- Collier Mean Scale Score Difference=+4 (Not significant)

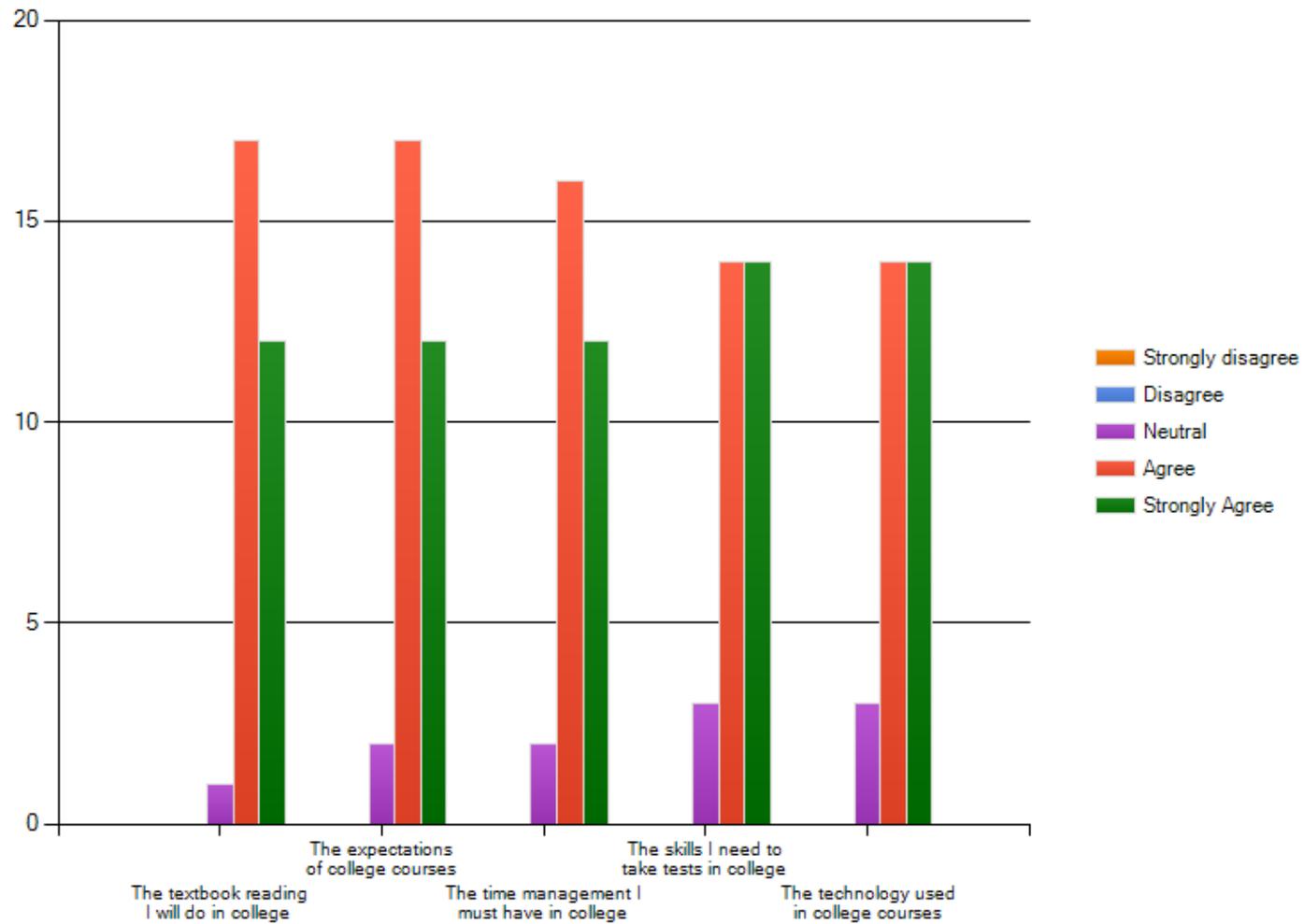
Developmental Reading: Student Satisfaction



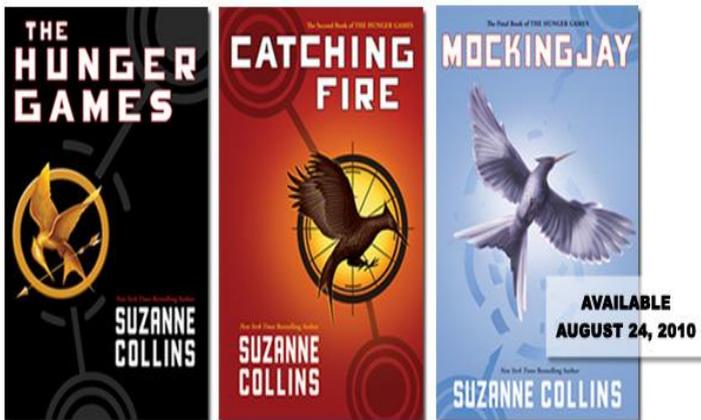
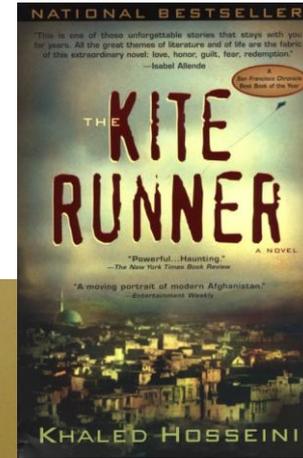
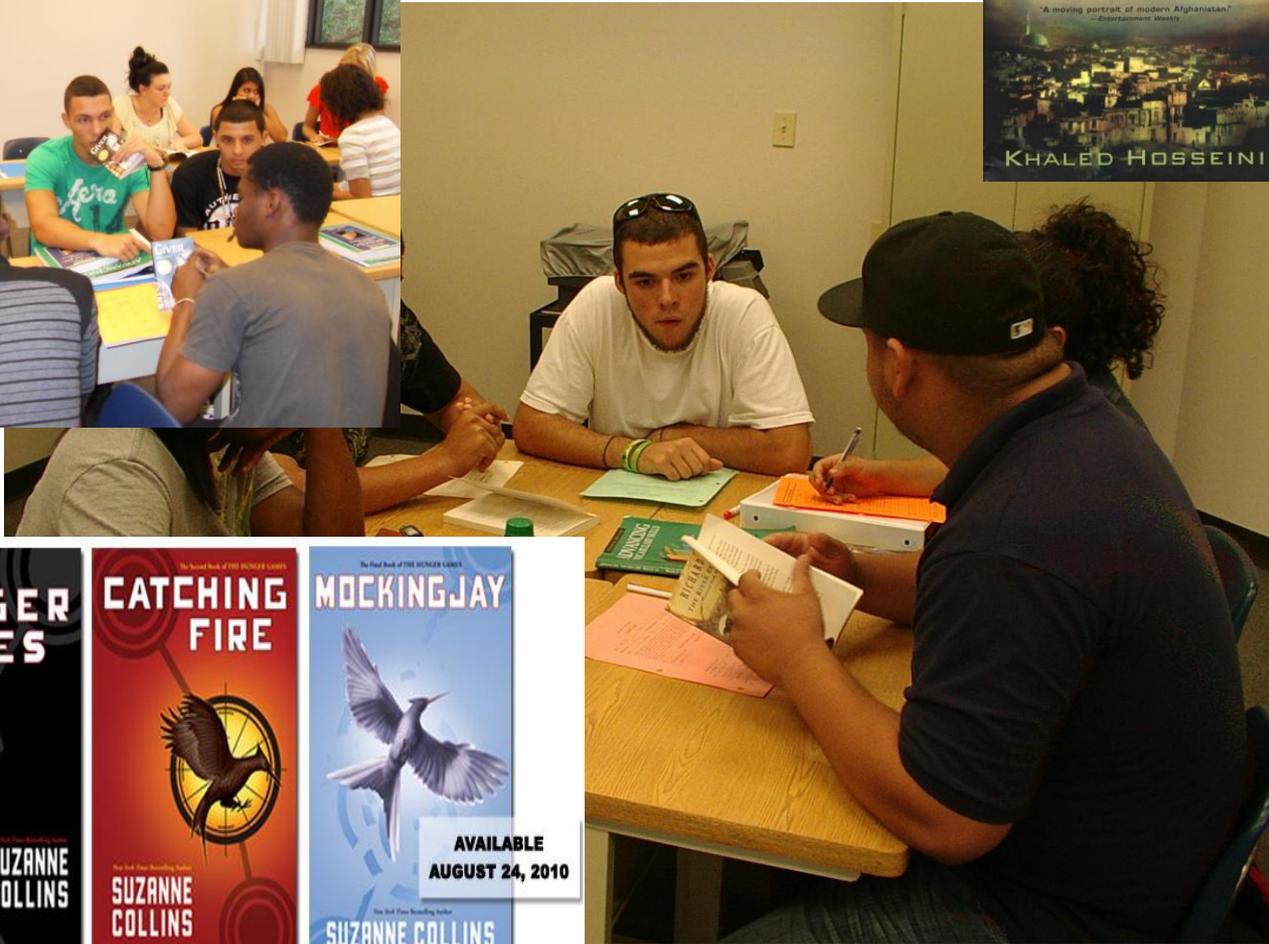
I was satisfied with the following aspects of my Reading class this semester.



This Reading course prepared me for:

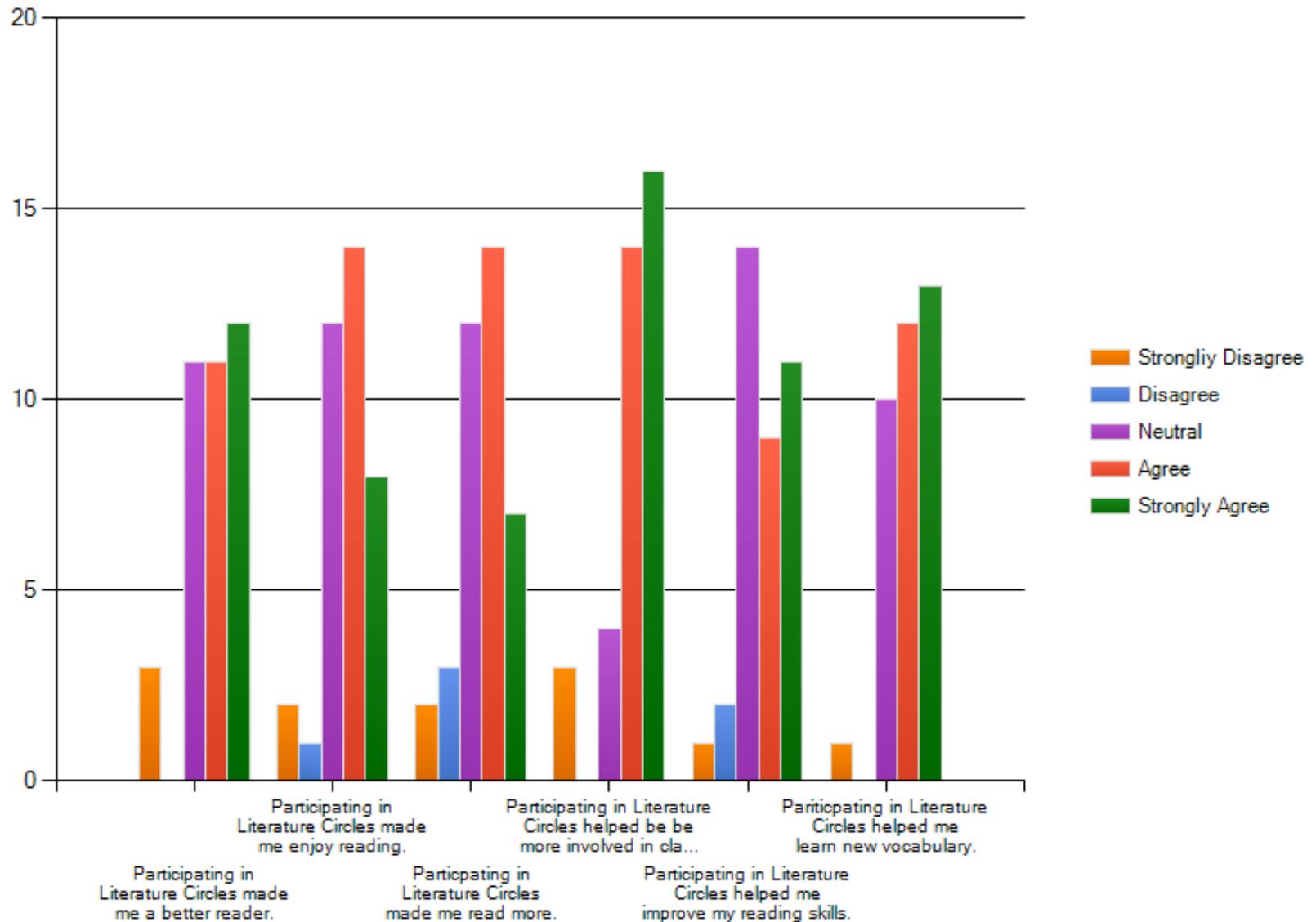


Developmental Reading: Literature Circles



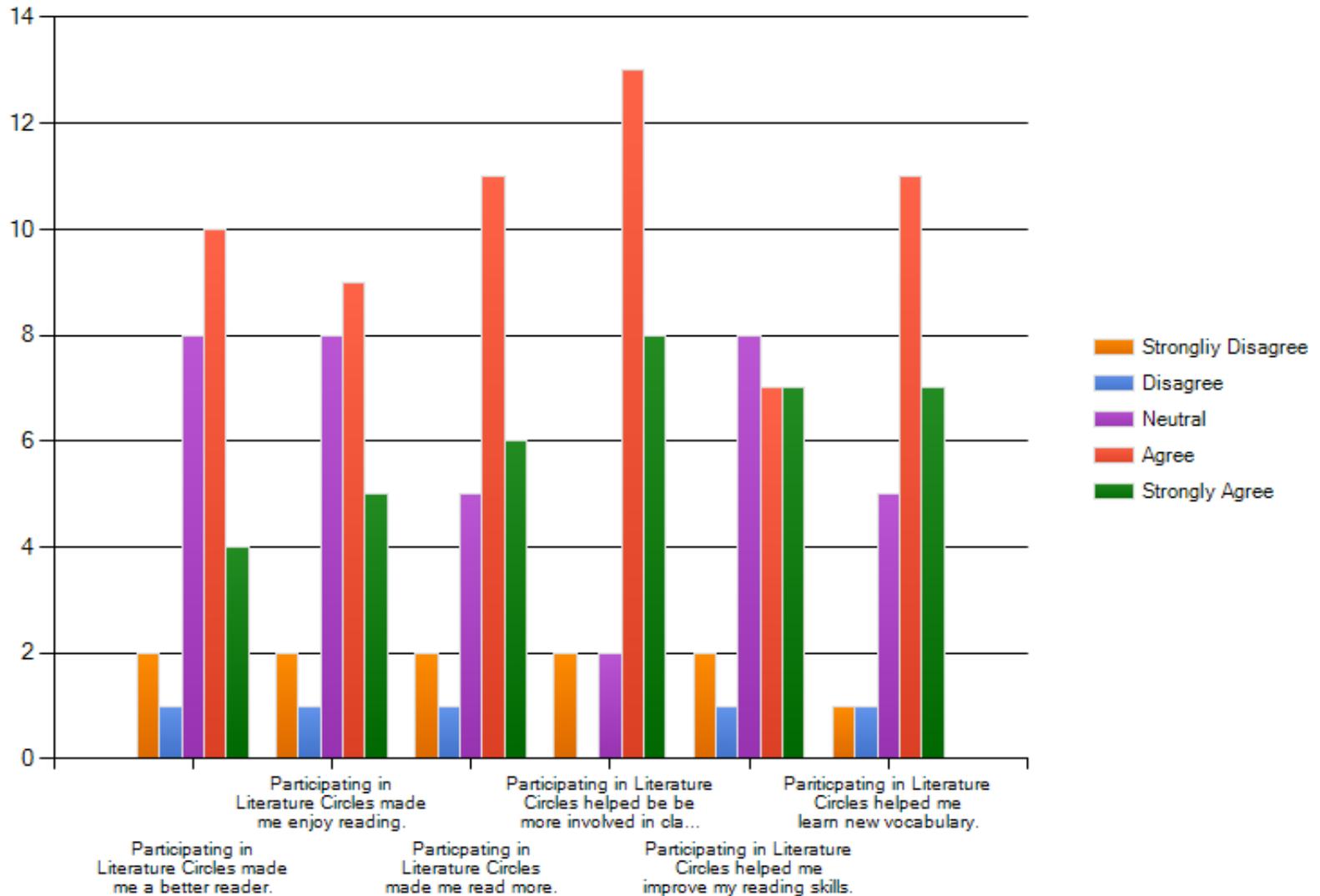
Fall 2011

I believe that...



Spring 2012

I believe that...



Developmental Reading: Communities of Practice

- Fall 2011: 6 Community of Practice Reading sessions
- 16 FT faculty, adjuncts and staff from Lee and Collier campuses participated in one or more Community of Practice Reading sessions
- Spring 2012: 6 Community of Practice Reading sessions

Table 2

Reading Community of Practice Workshop Evaluation Summary (2011-2012)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
<i>Content</i>											
Covered Useful Material	23	100%	0	0.00%	0	0%	0	0%	0	0%	23
Practical to My Needs and Interests	22	96%	1	4.35%	0	0%	0	0%	0	0%	23
Effective Activities	22	96%	1	4.35%	0	0%	0	0%	0	0%	23
Increased Understanding of Topic	20	87%	3	13.04%	0	0%	0	0%	0	0%	23
Will Apply Knowledge Gained	22	96%	1	4.35%	0	0%	0	0%	0	0%	23
Increased Professional Knowledge	21	91%	2	8.70%	0	0%	0	0%	0	0%	23
	Excellent		Good		Fair		Poor				All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N			
Total Workshop Experience	22	96%	1	4.35%	0	0%	0	0%			23

EAP - English for Academic Purposes

- Spring 2012: 73.68% of the students who completed the assignment received an overall score of 75% or better.
- The overall mean score (on a four-point scale) for each criterion was at level “3” or above.
 - Organization: 3.36
 - Content: 3.31
 - Format: 3.26
 - Grammar 3.10
 - Mechanics: 3.10

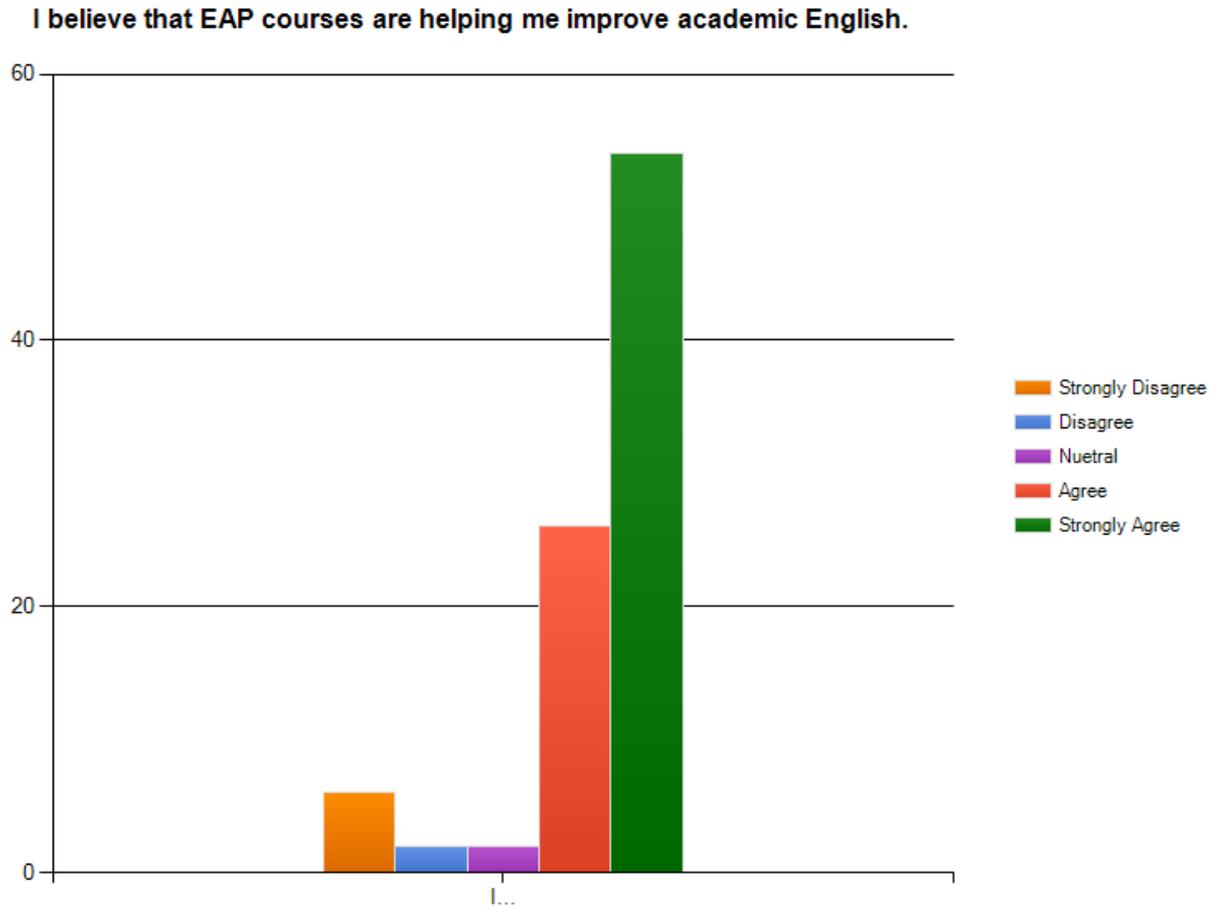
Success in Gatekeeper Courses

ENC 1101 Success Rates

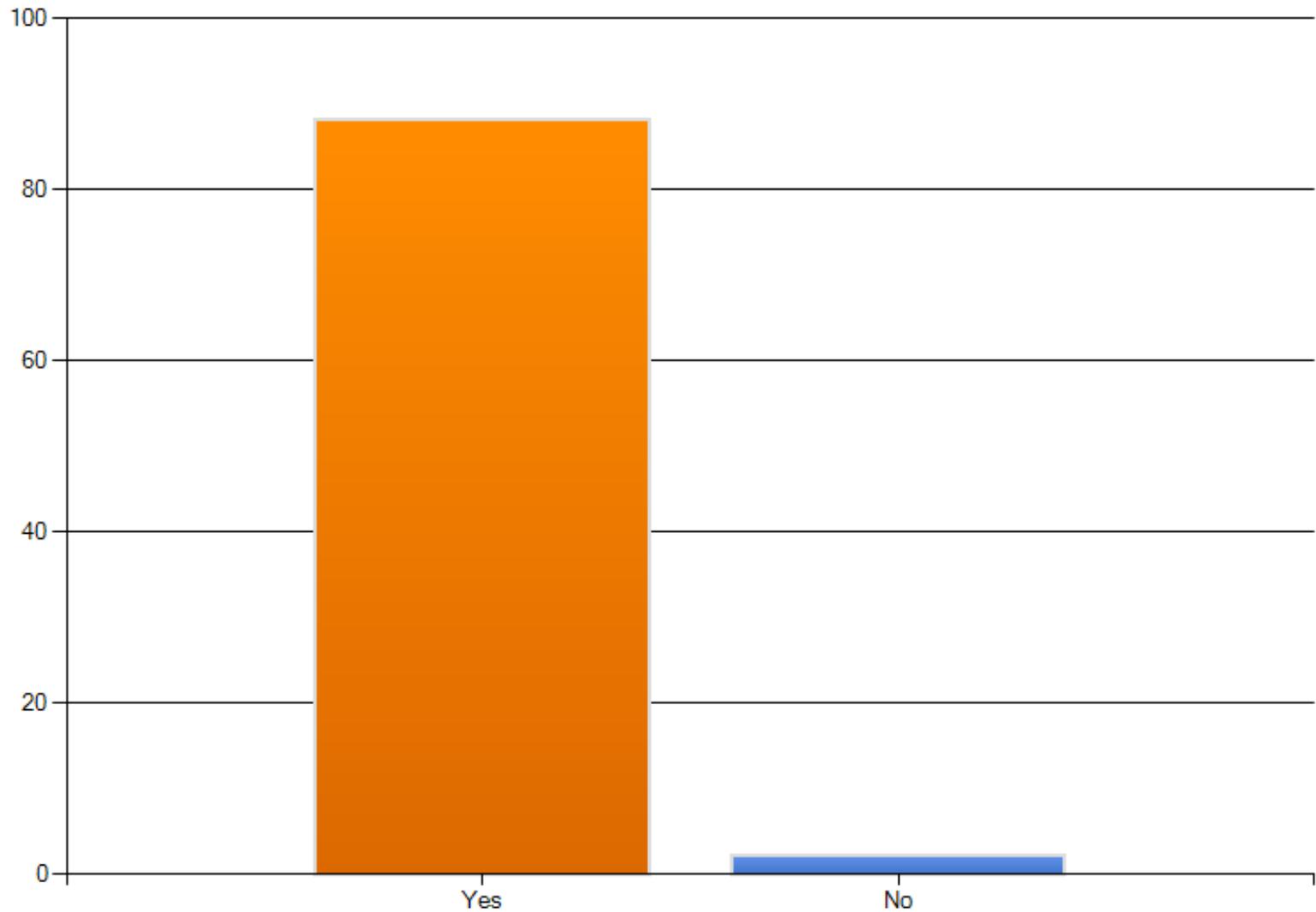
Term	Tested into ENC 1101*			Completed EAP 1500 or 1600 level		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Fall 2005	1,821	1,370	75%	–	–	–
Spring 2006	729	470	64%	–	–	–
Summer 2006	291	230	79%	–	–	–
Fall 2006	1,742	1,168	67%	–	–	–
Spring 2007	735	486	66%	22	18	82%
Summer 2007	258	184	71%	7	5	71%
Fall 2007	1,884	1,237	66%	33	24	73%
Spring 2008	867	504	58%	44	35	80%
Summer 2008	330	232	70%	14	12	86%
Fall 2008	2,214	1,724	78%	35	32	91%
Spring 2009	978	622	64%	49	35	71%
Summer 2009	488	389	80%	38	34	89%
Fall 2009	2,518	1,735	69%	62	56	90%
Spring 2010	1,250	760	61%	57	47	82%
Summer 2010	556	419	75%	37	28	76%
Fall 2010	2,616	2,093	80%	57	34	60%
Spring 2011	1,302	799	61%	91	60	66%
Summer 2011	407	315	77%	41	36	88%
Fall 2011	2,667	2,019	76%	67	47	70%
Spring 2012	1,663	837	50%	89	61	69%

* Tested into ENC 1101 - students who have indicator Z as College Preparatory Completion Indicator in the same semester data

EAP Student Satisfaction-Spring 2012



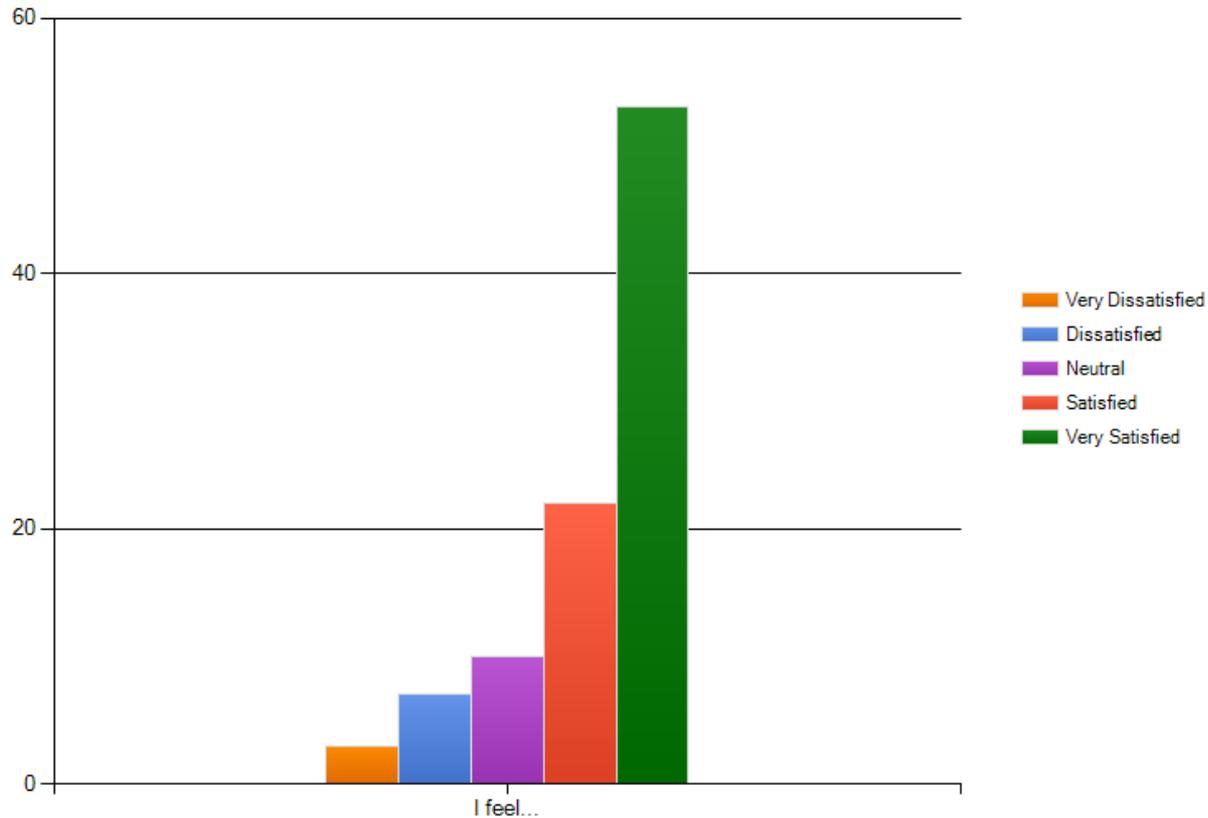
Do you intend to study for a degree/career at Edison State College?



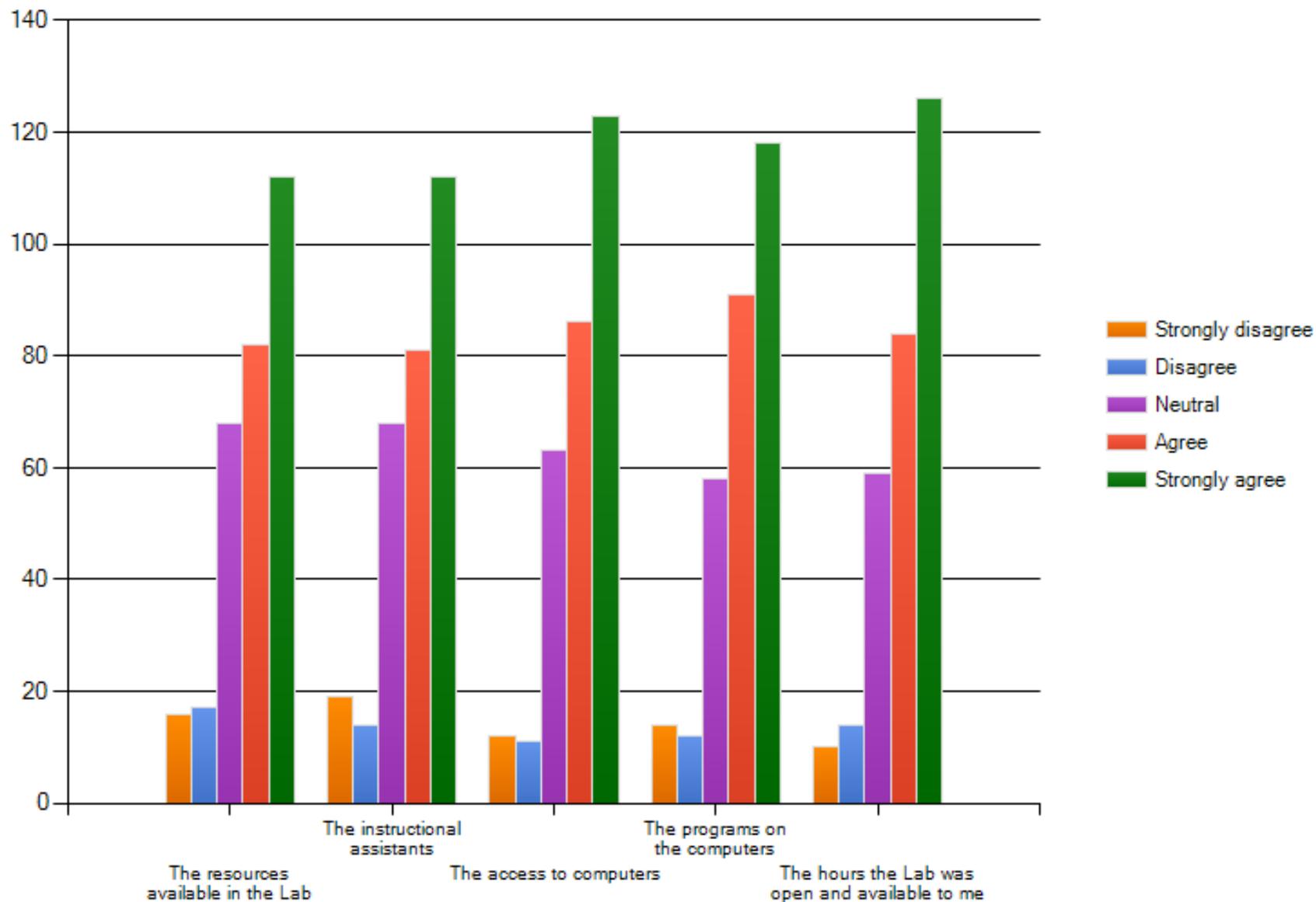
College Prep Centers

Student Satisfaction Surveys-Spring 2012

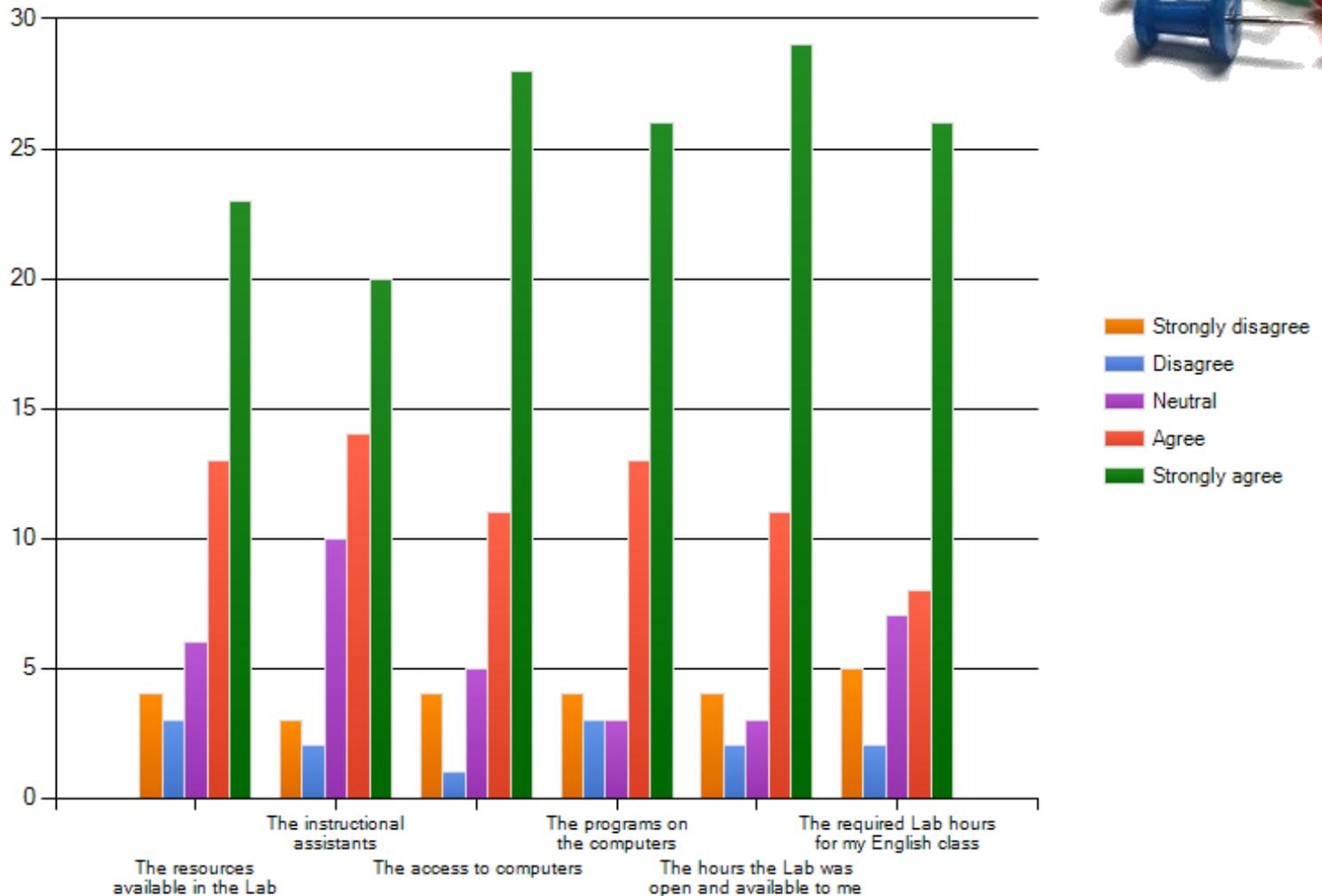
Please rate your overall level of satisfaction with services offered in the College Prep Center (Building H).



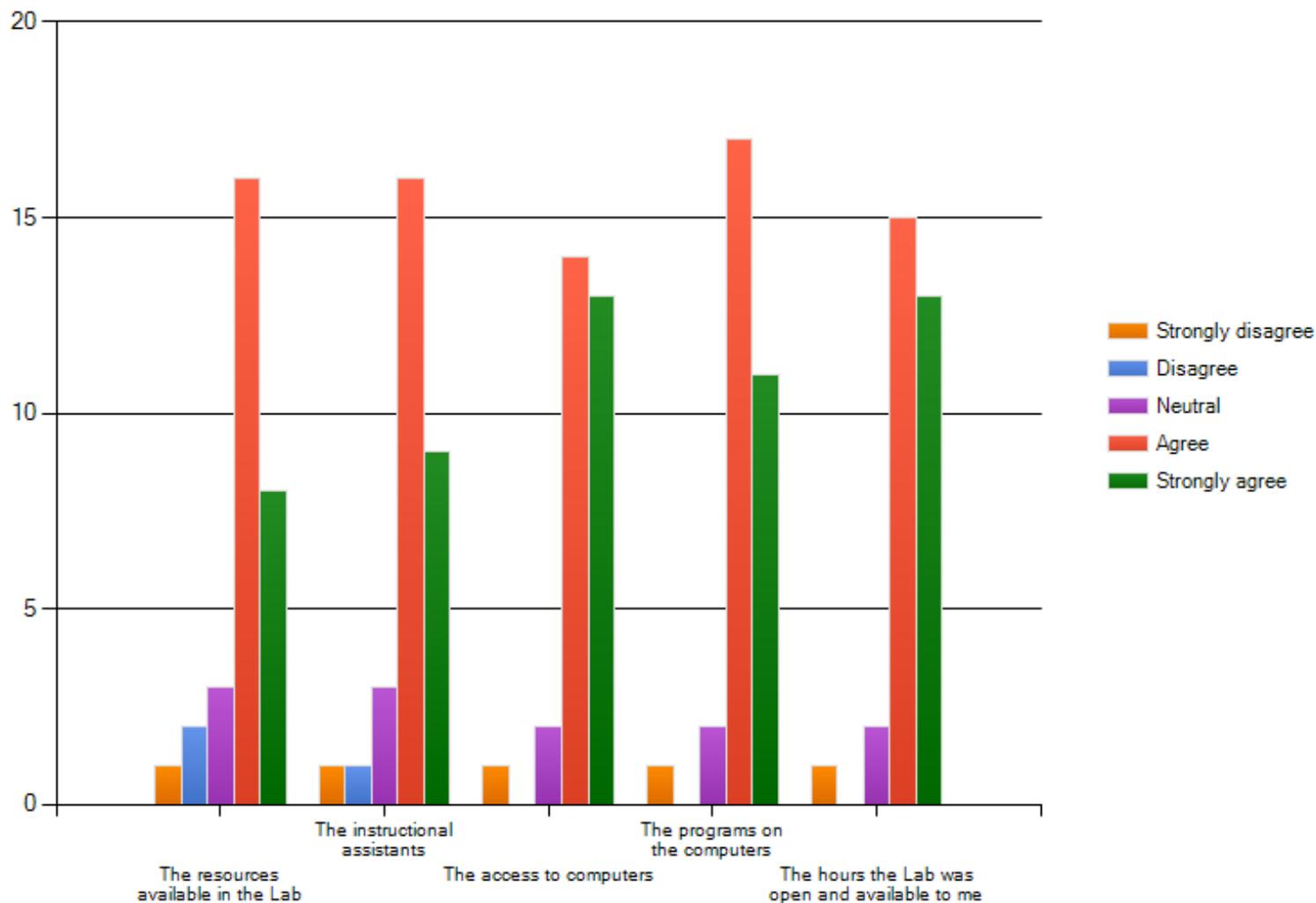
I benefitted from the following aspects of the College Prep Math Lab this semester.



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



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



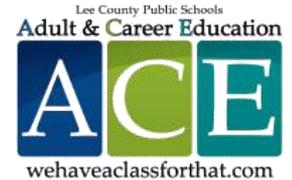
Certification in Developmental Education: National Center for Developmental Education

Kellogg Institute at Appalachian State
University

Four-Week Residential Study in Boone, NC
Year-Long Practicum Research Project



Pathways Program for GED Students



- February 1, 2012, the Division of College and Career Readiness hosted “An Evening at Edison” symposium.
- The event was attended by 30 GED students and four GED faculty and administrators.
- Two Developmental Studies faculty and four current or former students led a panel discussion about college readiness, being a student at Edison, and the first-year experience.
- The panel discussion was followed by a campus tour. This event served as a “kick-off” to the GED classes that were hosted in building U.

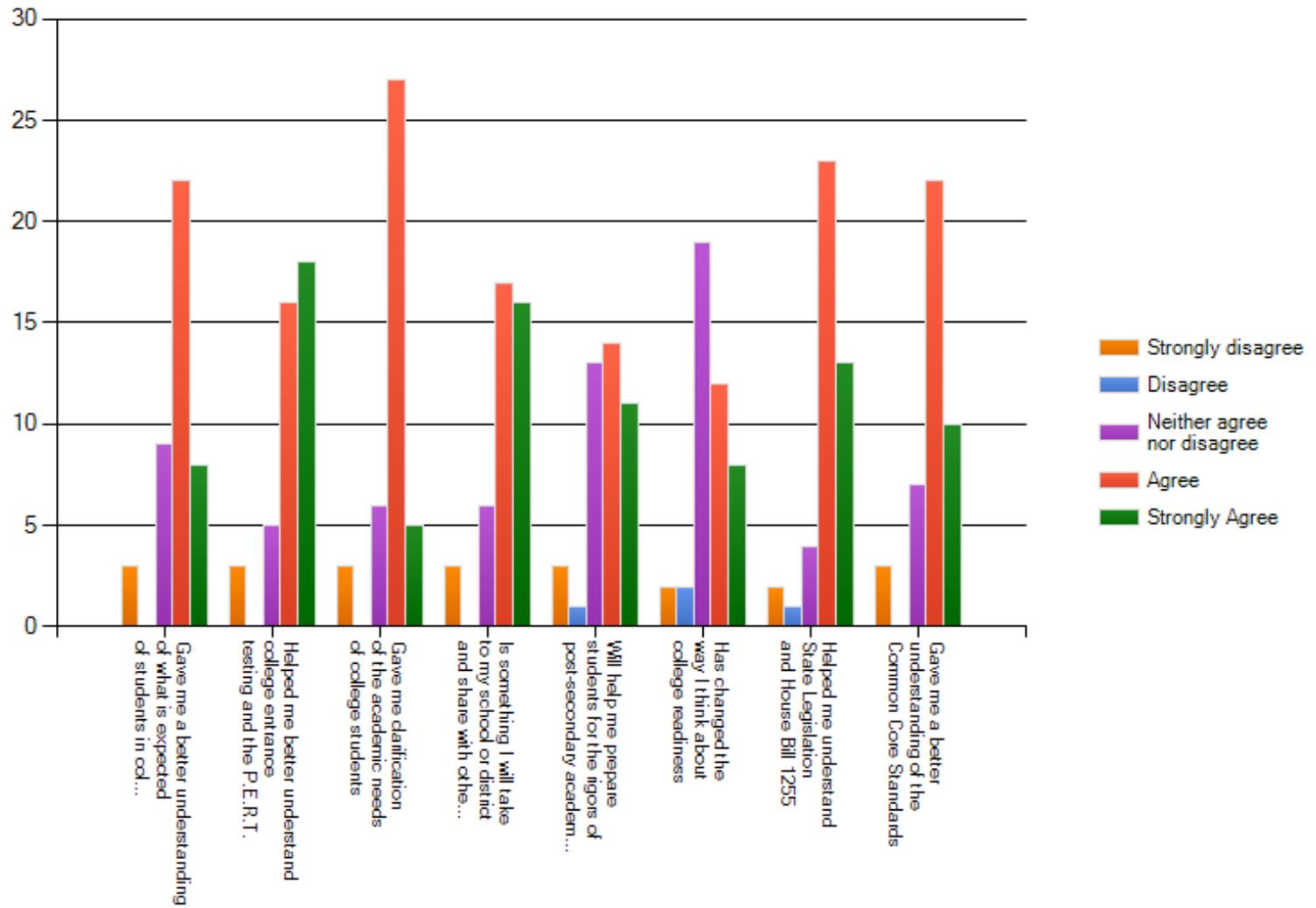
Pathways-GED Courses

- During the Spring 2012 semester, 48 students attended one or more GED classes hosted on the Lee Campus.
- During the Spring 2012 semester, 14 GED students utilized the College Prep Center labs for academic support.

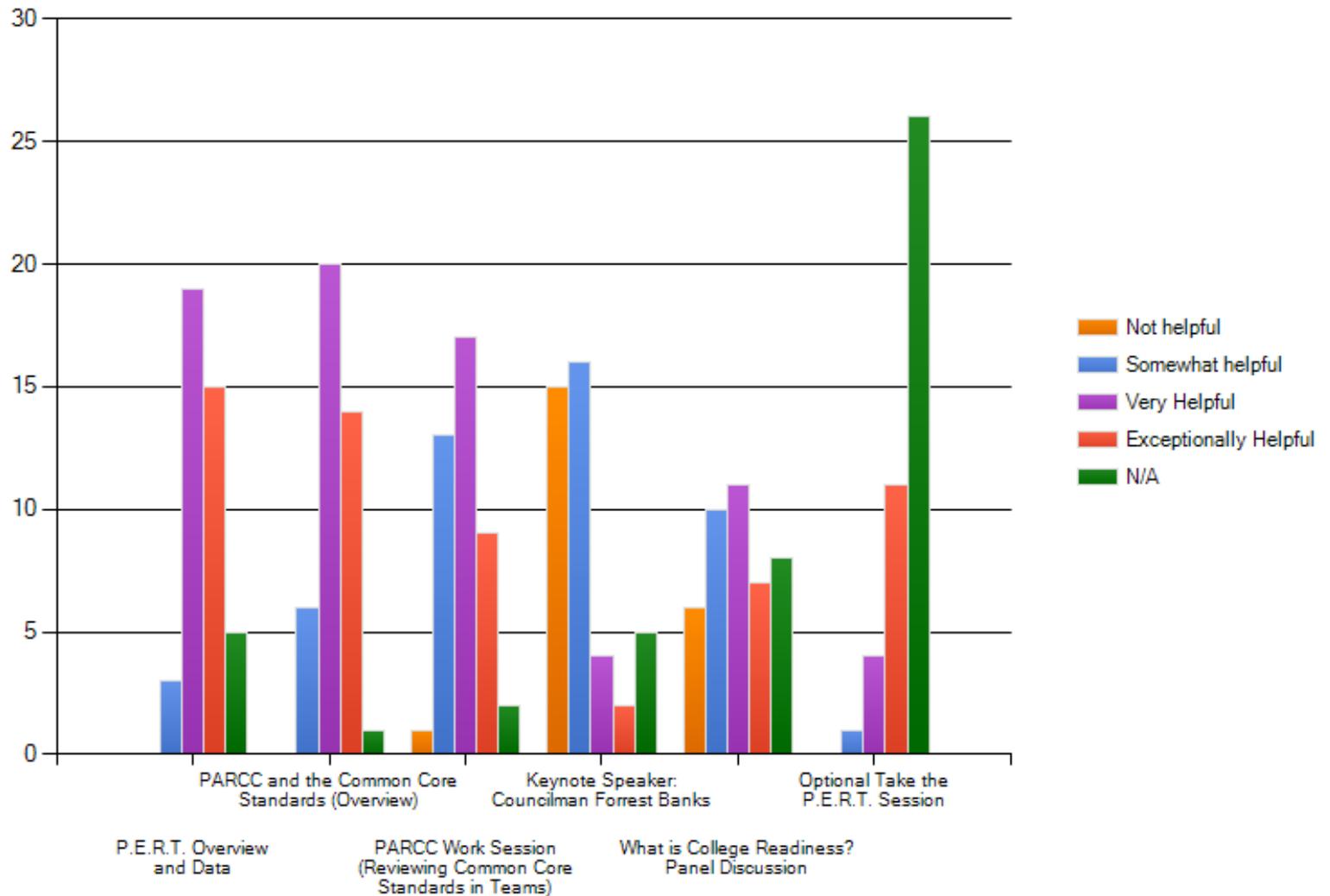
Pathways Survey

- Eleven of the 34 students completed the survey. The overall survey results were positive.
- For the satisfaction items, overall rating average was above 4.3 (on a 5-point scale) for all items.
- For items relating how prepared students felt for college, the overall average rating was above 4.2 (on a 5-point scale) for all items.
- 45.5% of the students indicated that they were likely to apply to take classes at Edison State College, and 18.2% of the students indicated that they had already applied to take classes at Edison State College.

The information I learned at this conference



Please let us know how helpful the following activities and presentations were to you.



Activity: Scholarly Pieces



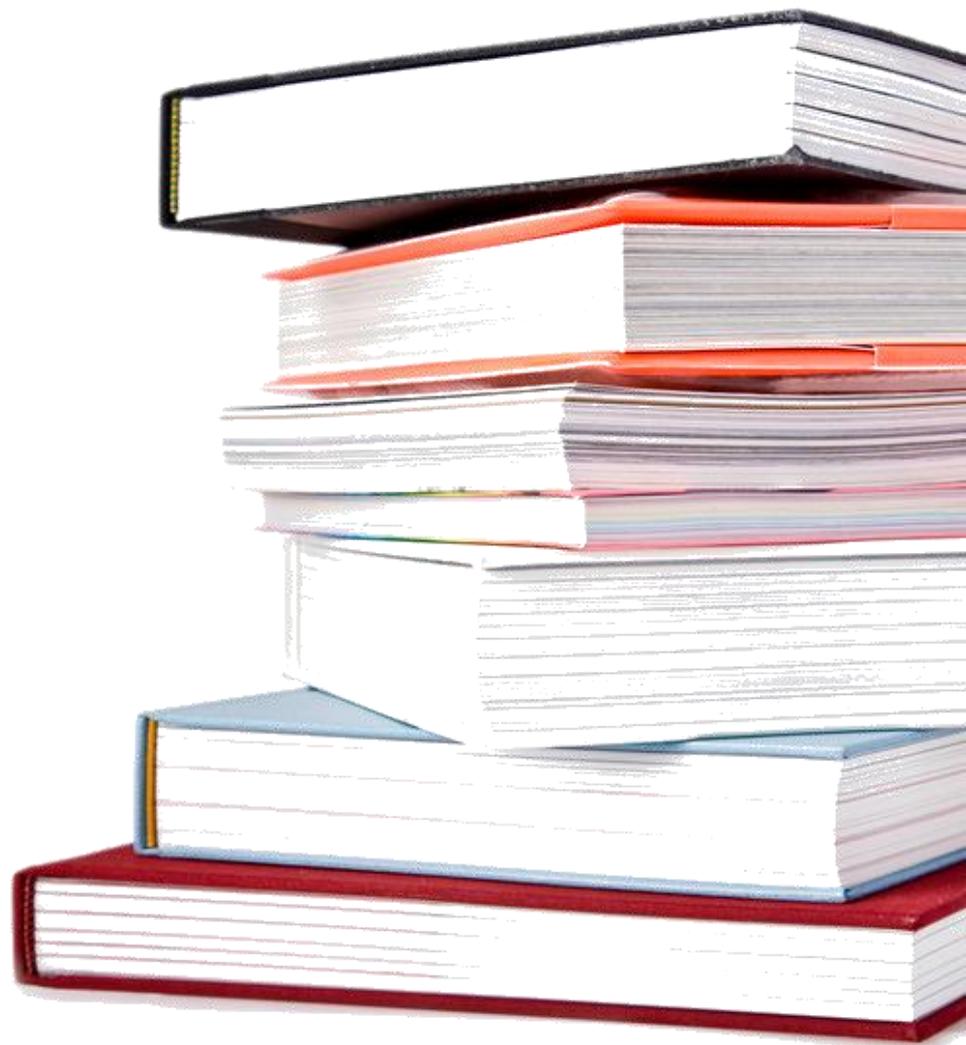
Group Activity

- Read or skim through your groups designated scholarly piece. (5-8 minutes)
- Discuss the following (5-10 minutes)
 - The important points made
 - The relevance to us as scholar-practitioners
 - Anything that really stood out to the group
- Pick a spokesperson to report to all. (3-5 minutes)

Insights from each group ...



Textbooks



Anything Else



STUFF

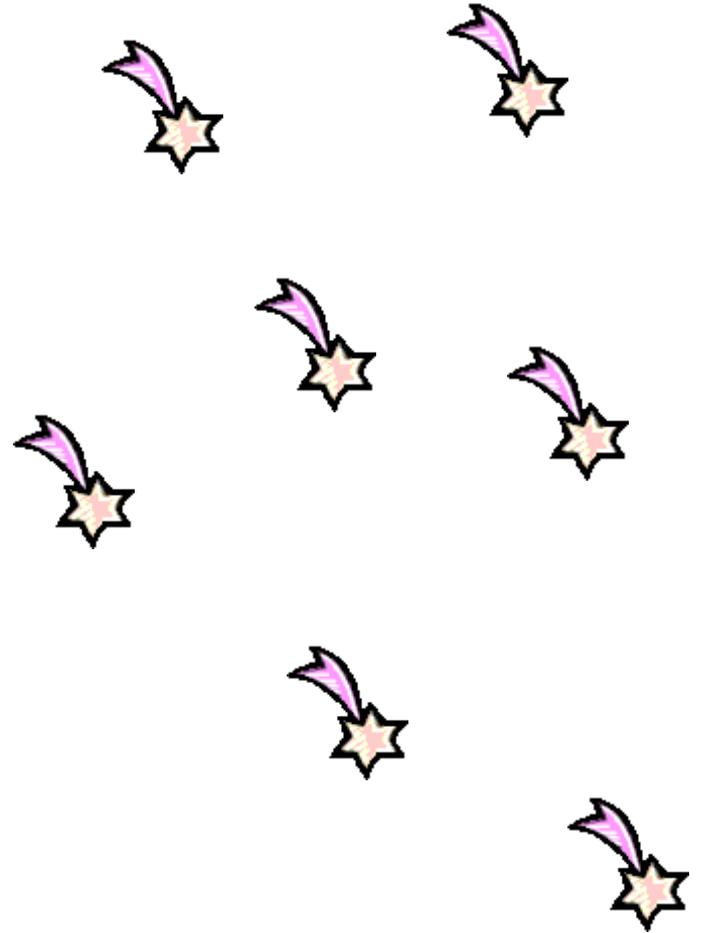
Closing thoughts

Next Meeting

Friday, September 14

1:00 p.m.

H 210



Thank you!



Eileen DeLuca, Ph.D.

Dean, College and Career Readiness

Caroline Seefchak, Ph.D.

Chair, Developmental Studies