

Quality Enhancement Plan (QEP) Committee
Meeting Notes
May 18, 2011

<i>Chair</i>	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Kathy Clark, Co-Chair, Professor of Economics (Collier)			X
Dr. Thomas Rath, Co-Chair, Academic Dean (Charlotte)	X		
<i>Members</i>			
Donald Bentley, Guidance Counselor, Edison Collegiate High School (Lee)			
Mike Chiacchiero, Professor of Mathematics (Collier)			
Kevin Coughlin, Dean, Research, Effectiveness and Planning (District)	X		
Dr. Eileen DeLuca, Associate Dean, College Prep (District)	X		
Dr. Christy Gilfert, Associate Dean, Enrollment Management & Student Affairs (Charlotte)	X		
Dr. Rebecca Gubitti, Professor of Mathematics (College Prep)			
Ivana Ilic, Professor of Mathematics (Lee)			
Dr. Theo Koupelis, Associate Dean, Math and Science (Lee)			
Carla Lazo, Student Government President (Lee)			
Dr. George Manacheril, Professor of Physics (Charlotte)	X		
Pam Mangene, Professor of English (Lee)			
Frederick Morgan, Coordinator, HOPE Scholars Program (Lee)			
Patricia Newell, Dean, Student Services	X		
Brooke Roughgarden, Coordinator of Student Services (H/G)			
Jeannie Schmidt, SGA Executive Vice President (Lee)			
Ed Smith, Professor of Computer Science (Charlotte)			
Kevin Shriner, Associate Dean, Academic Support Services (District)	X		
Amy Teprovich, Director, Student Life (District)			
Amy Trogan, Professor of English (Lee)	X		
Sandra Seifert, Professor of Mathematics (Lee)			
Scott Van Selow, Professor of Computer Science (Lee)	X		
Judith VanGalen, Faculty Coordinator, Professional Development	X		
Myra Walters, Professor of Speech (Lee)			X
William Wilcox, Professor of Biology (Charlotte)	X		
<i>Administrative Staff</i>			
Dr. Steve Atkins, VP, Academic and Student Affairs	X		
Dr. Robert Beeson, Lee Campus VP and Dean, Arts and Sciences	X		
Maureen McClintock, Project Manager	X		

Dr. Rath reported that the Steering Committee met last Friday in a retreat session. (See attached summary)

The Committee discussed the recommendation to initiate the project in Spring 2012 with a requirement that all new FTIC students testing into two or more developmental courses enroll in Cornerstone Experience within their first 12 hours. Kevin Shriner said the over the next few weeks will be studying further the implications of the recommendation including developing solid estimates of enrollment and course sections and assuring room availability across the district. We cannot realistically use past enrollment data for predictive purposes due to the new Postsecondary Education

Readiness Test (PERT). Dr. Eileen DeLuca said that our College Prep course sequencing will not be the same as all colleges in Florida.

Dr. Atkins requested that a subcommittee be appointed to explore alternate forms of delivery, i.e. eStudio, hybrid classes, large sections of the course, etc, to make sure that we have adequate classroom space, and we need to put together a sub-group to study alternative ways to deliver the FYE course. We need to show that we have a plan to cover all contingencies and enough faculty to cover the courses. Dr. Wilcox asked about the actual process of registering students in the program. This will be done during Orientation, so it won't overload the Advising system. Dr. Atkins and members agreed that we should block students from dropping the course. Kevin Shriner stated that we can also make it easier on Advising by having a limited list of courses the first-year students can take. By streamlining options at the front end, Advising should be smoother. We will know about how many first-year students are expected, so that should make it easier, but if students do not take the class their first semester, we need to have procedures in place to assure they enroll before earning 12 hours. We need to examine at our entire process and determine how this will affect it. Dr. Atkins says this will probably take two or three semesters before this becomes a standard part of our program. There will be resistance at first, and it is essential that Campus Presidents, Dr. Walker, faculty and others to move the program forward.

Stuart Hunter will visit on Friday, May 20 from 9 AM to 1 PM. We'll meet in AA-177 . Discussion will center on learning outcomes for the FYE course.

Dr. DeLuca and Dr. Rath led an introductory discussion on creating and refining solid learning outcomes.

Dr. DeLuca says the outcomes are looking better, but we still don't have a consistent format to use. She asked that we decide as a group what our format will be. We need to have some kind of a statement that says roughly, "When students complete this course, they will be able to . . ." We also need to make certain that we choose verbs that can be observed and measured. There are many different verbs that can be used, and they are not all listed. She offered a list of verbs that refers to depth of knowledge rather than a linear list as Bloom's is. The group decided to use a general statement that says, "Upon successful completion of this course, students will ..."

The groups worked for 20 minutes and came back together to present and discuss the refined outcomes and assessments. Dr. Rath requested that the revised outcomes and assessments be sent to Maureen McClintock as soon as possible for distribution at the Friday morning session.

**Cornerstone Experience QEP Steering Committee
Notes from May 13, 2011 Retreat**

QEP Development and Implementation

Send working timeline to full QEP Committee. The Committee will meet from 9 am – 12 Noon on Wednesdays.

Ask Dr. Pendleton about involving the grant writer in securing funding for QEP implementation.

Explore securing a trademark for Cornerstone Experience logo/name (Maureen)

Marketing and Communications

Include a list of faculty who worked on QEP subcommittees in the newsletter and on the website

Include a list of faculty participating in the summer professional development activities in the newsletter and on the website

Appoint a QEP Marketing and Communications Subcommittee. Nominations were made. Maureen McClintock will assemble committee for an initial meeting ASAP.

Ideas for promoting/highlighting faculty involvement:

- Consider a blog to share professional development implementation or a TLC form. Maybe photograph things that lead to outcomes
- At Convocation, recognize faculty who served on QEP Committee
- Ask faculty to adopt an outcome (relevancy)

Course/Curriculum Development

Edison will use the SLS prefix rather than IDS for Cornerstone Experience

We will need students to serve on curriculum subcommittee. One way would be to use focus groups. Eileen, Kevin, Joseph, Frieda and David Logan will take responsibility for this. Can use HOPE students in summer B. Pat N. has already developed the questions. Possibly do something with eStudio student.

We will be implementing SENSE in the Fall. Could add 10-12 questions to SIRII for baseline student perceptions. Also need baseline data for faculty. Survey faculty during district days, or could send a faculty survey along with SIR II to match responses in select classes. Call SIRII to see if there is a faculty survey.

May 20: appoint subgroup on curriculum

Critical Thinking

The purpose and rational of CT workshop is to develop pedagogy that enhances students' metacognition through critical thinking

- Overview of model
- Teaching strategies and applications in facilitating CT in students

- Assist students in thinking critically of the lives and taking ownership of academic and life plans: 1) analyze test and 2) answer “What is my purpose at Edison?”
- Could do a make and take—bring a course. How do you assess? Bring test then rewrite test

CT is the heart of what we are doing. We need to expose FTIC students to CT throughout their studies here to avoid cognitive dissidence

Target audience for CT workshop is the group of faculty who will be teaching the course, then those teaching linked courses. It will be a requirement for them. Phase in over 5 years. The Curriculum subgroup also needs the CT workshop.

Friday, June 17: anyone currently working on curriculum needs to be trained. Dr. Atkins will lead the training.

Relevancy

RE: tracks. From 2004-2008, 63.5 % of students were AA and 36.5% were AS majors.

Following is a Crosswalk of the interest-based tracks and Edison State College degree programs:

Table XXX Track	AA/AS Programs	BS Programs
Business/ Public Service	AS Crime Scene Technology AS Criminal Justice Technology AS Paralegal Studies AS Fire Technology AS Accounting Technology AS Business Administration and Management AS Networking Administrator	BAS in Public Safety Administration BAS in Supervision and Management
Science, Technology, Engineering & Math (STEM)	AA General Education AS Computer Programming and Analysis AS Drafting and Design Technology AS Internet Services Technology	BS in Secondary Ed. Mathematics BS in Middle Grades Mathematics BS in Middle Grades Science BS in Secondary Ed. Biology
Liberal Arts	AA General Education	BS in Middle Grades English
Education	AA with Early Childhood Concentration	BS in Elementary Ed. BS in Secondary Ed. Mathematics BS in Secondary Ed. Biology BS in Middle Grades Ed. BS in Middle Grades Mathematics BS in Middle Grades Science BS in Middle Grades English
Health Science	AS Cardiovascular Technology	BAS in Cardiopulmonary Sciences

	AS Dental Hygiene AS Emergency Medical Services Technology AS Health Information Management AS Human Services AS Nursing AS Radiologic Technology AS Respiratory Care	BS in Nursing
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A common course syllabus will be used, but faculty will have the flexibility to tailor learning strategies and assignments to the respective discipline(s).

Identify 5 courses first year students can choose from, then layout first-year course schedules.

If test into **Math** only

MAT 0028 or 18 (4)

SLS 1111 (3)

ENC 1101 (3)

Relevant course in their track (3)

Two of these courses might be linked.

If test into **Reading** only

REA 0007 or 0017 (4)

SLS 1111 (3)

Common Course (3)

Track Course (3)

English only is similar to Reading only.

Q: Why haven't you offered an FYE program before?

A. Edison is now taking a comprehensive approach to FYE

Implementation, including policy recommendations

REQUIREMENT: Starting in the Spring 2012 semester, students testing into two or more developmental courses will be required to take the Cornerstone Experience course within the first 12 hours. This will fix the problem of students taking up to 12 credit hours before finishing prep.

Dr. Atkins agrees with not letting students take 3 preps in one term. This policy will affect academic deans and schedulers and may significantly shift the distribution of loads. Kevin Coughlin needs to be data mining re: distribution of courses—forecast analysis

We are changing developmental education curriculum.

We need to get marketing materials to recruiters by the time we start Spring 2012 recruiting.

Dr. Atkins agrees that Cornerstone Experience could be part of faculty load. Could also give stipend the first time a faculty member teaches the course.

