

Members Present: Dean Vivian Fueyo; Drs. Bonnie Braun, Alejandro Brice, Malcolm Butler, Olivia Hodges, Cynthia Leung, Terry Rose, George Roy, Zafer Unal; Ms. Jennefer Khattabi and Ms. Rebecca Rhoden Ogletree

Welcome and Announcements

Dean Fueyo introduced three new members to the committee: Olivia Hodges, Cynthia Leung, and Rebecca Ogletree. She then reminded the committee of its charge and proposed a ground rule of capturing emerging conversations for future meetings to allow the committee to stay focused on the agenda items.

Minutes

The minutes from the May 3, 2010 meeting were approved as submitted.

Updates

1. Recommendations to determine if Graduate Students are Inactive (versus continuously enrolled) – Dean Fueyo spoke to Donna Knudsen, Director of Graduate Studies. Donna is working to disaggregate graduate student data for the COE and should have something to report in the next few weeks. The question arose as to whether USFSP has a definition of “inactive.” Dean Fueyo said there is a definition in the Graduate Catalogue, which is included below.

ACTION ITEM – <http://www.stpete.usf.edu/spgrad/EnrollmentRequirements.htm>

Continuous Enrollment for All Graduate Students

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with **grades assigned**, a minimum of 6 hours of graduate credit every three continuous semesters. Colleges and programs may have additional requirements. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave. See also the Time Limitations Policy.

2. Rubrics and APs – Drs. Braun and Unal met and collected comments on CDN Rubric Review provided by COE faculty at its August faculty meeting. Dr. Braun guided the committee through the comments and suggestions of the faculty. Several example changes were recommended and agreed upon. The assessment committee agreed on the following rubric changes:
 - a. General Suggestions:
 - i. Change the term “inappropriate” for all FEAPs and replace with “Not appropriate for this AP.”
 - ii. Change “Student Learning Outcomes” to “Candidate Learning Outcomes”
 - b. FEAP 5: Diversity – Remove the words “tolerance” and “mediation;” add “conflict resolution.” It was later recommended to drop “conflict resolution” so the items will read “strategies that foster acceptance” (See additional discussion on Item 10).

- c. FEAP 7 – Item 7.B.1 will begin with “critique” instead of “identify.”
- d. FEAP 8 – Item 8.F.3 will be left as currently written.
- e. FEAP 10 – Delete current item 10.F.2 and replace with a new version to read, “Implementation of short- and long-term plans.”
- f. FEAP 12 – The following items will read:
 - i. 12.E.3 – Identify the application of appropriate...
 - ii. 12.B.3 – Critique appropriate technology...
 - iii. 12.B.2 – Critique specific technology applications...that enhance the achievement of diverse learners.
 - iv. 12.F.3 – Use appropriate technology to gather data to...

ACTION ITEM – Drs. Braun and Unal will ensure the recommended changes will be made to the CDN rubrics.

3. ESOL Requirements and Deadlines for Acceptance into Final Internship Discussed at Internship Committee Meeting – Dr. Brice discussed the different criteria and the number of ESOL clusters necessary to move on to final internship. It was highly recommended that candidates should reach Bridging in 3 of 5 clusters before their final internship. It’s been added to the COE website, USFSP ESOL site, and course syllabi. However the change has not gone into the catalogue. Dean Fueyo announced the catalogue copy deadline, and will see that it’s submitted once approved by the appropriate committee.

ACTION ITEM – Dr. Brice will submit the copy to the appropriate committee for approval and submit the approved wording to Dean Fueyo for submission to the catalogue.

4. 2009 – 2010 ESOL Placements Added to the Database – Ms. Khattabi said ESOL placements have not been added to the database, but the information has been gathered for the ESOL practicum. Dr. Unal has shared the process used with other practicums. Dean Fueyo said FLDOE and NCATE require the college to document where all candidates are placed; all parties want to ensure candidates are receiving enriching experiences working with diverse students. Dr. Braun said the new system will provide this data.

ACTION ITEMS – 1) Dr. Unal will meet with ESOL faculty to get the information into the database. 2) Drs. Braun and Unal will provide reports generated from the databases for the Assessment Committee to review diversity of placements for all candidates.

5. Review of ESOL Portfolios and Clusters – ESOL faculty looked at Spring 2010 data to see what clusters were submitted, what clusters reach Bridging, and the number of tries it takes to reach Bridging. Clusters 1 (Academic Content) and Cluster 2 (Culture) took the longest time to complete with candidates averaging 2.09 and 1.87 tries, respectively. The ESOL faculty also considered the Fall 2010 data to determine what clusters reached Bridging earlier. Again, Cluster 1 and Cluster 2 were submitted sooner. Ms. Khattabi explained the candidates must submit to Cluster 1 the first semester and Cluster 2 during the second semester, so they are submitting earlier and may take longer to accomplish due to lack of experience and writing skills. Dean Fueyo asked if the faculty had reviewed the new ESOL standards, and both Dr. Brice and Ms. Khattabi believe the college is in a good position to meet the new state standards. The online course completers report, required to ensure that all faculty teaching ESOL infused courses

have completed the state-mandated 60 hours of training , was provided outlining the ESOL online training course and ESOL traditional training course completers and non-completers. Committee member Dr. Hodges received congratulations for completing the ESOL traditional course. Currently, there are four faculty members needing to complete the course: J. Acerra (to be enrolled); S. Long (not an instructor of record); P. Soni (enrolled in course); N. Collier and A. Robic.

6. Update on Mid-Program Review of Math/Science – Dr. Butler reported the program now has 41 candidates. However, he expressed a concern that a number of those listed may need to be labeled inactive. He is gathering this data now, and with Dean Fueyo bringing the definition of “inactive” to the committee, he will review the list. Currently only one student is undergoing the mid-program review.

ACTION ITEM – Following the meeting Dean Fueyo provided the catalogue official definition of “inactive,” which is included in these minutes. Dr. Butler will provide an update to the committee at its next meeting, based on the information.

September Reports to the Assessment Committee

7. Ed Leadership Action Research – Dr. Hodges reports that Ed Leadership candidates’ gallery presentations of their action research have evolved from a three-panel display to complete electronic presentations. She further reported difficulty in getting candidates into a research mode. The projects are reviewed and rated by principals, deans, the vice-chancellor, and faculty. The presentations rate highest on candidate knowledge and lowest on how instruction impacts students. Dr. Hodges and Vanover are moving to a two-year action research project in the program as a result of the project evaluations. In her report, Dr. Hodges showed the evidence that the AR projects are getting stronger. Faculty members are undecided about next steps, but are considering adding a step of Action Research to the curriculum improvement course.
8. Final Intern Status – Dr. Braun reported 48 applicants for final internship in Fall 2010 with 31 actually placed, including 3 still working on paper-based portfolios. The majority of applicants not accepted for internship were denied due to insufficient progress on the CDN. Interns are placed in the following counties: Pinellas (14), Hernando (6), Hillsborough (5), Pasco (4), and Manatee (2). Dr. Braun reports split internships are proving to be a challenge. The COE tries to keep interns in the same schools, and this works well in Pasco and Hillsborough Counties. This process doesn’t work as well in Pinellas County where St. Pete College is our competitor for interns. It appears teachers want interns present for the full semester and not the split semester.
ACTION ITEM – Dr. Braun will bring an October report and analysis identifying the number of students that originally applied for 2010 internship and the number of students not currently attending.
9. Demographic Data Report for Fall Final Interns – Dr. Unal said the Level 1/2/Final Intern reports have always been done by hand and paper; however, the database is now ready for all reports to be collected online. Dr. Unal provided the committee with a preview of the system. The information includes placement, so it’s possible to see the ESOL information as discussed earlier in the meeting (See Item 4). He explained that caution signs appearing in the database do not indicate the school is not diverse; the school may be a unique setting. For example, special needs centers do not count students as ESOL;

counties do not count the students twice. Dean Fueyo asked if the ESOL practicum information will override the missing data and asked about MAT candidates who are full-time teachers...will this database catch a lack of diversity in a school? A question arose about meeting "2 out of 3" criteria for diversity of placement because the MAT students are placed in their own classrooms. Both NCATE and DOE require candidates to meet all of the diversity criteria for placements. The system will also display individual student data. CDN scores could be added if the committee finds a need for such data. **ACTION ITEM** – The committee agreed the PBA Average should be removed from the report. Dr. Unal will update the reporting system to reflect this change. Current reporting does not have ESOL placement information. However, the committee agreed ESOL placements can be entered for students' Final Internship for Fall '10 interns. Based on this, when checking students' diversity of placements, the report will assume that if there is an ESOL placement for an intern, the student will be reported as a diverse-placed-intern. Dr. Unal offered to review the system so that ESOL placements override missing data in this category; Dr. Unal, Dr. Brice, Ms. Khattabi, and Dean Fueyo will study the demographic data report and bring suggestions back to the committee in October.

10. Report on Standards Based Education Completers Spring/Summer Previous, Including CDN Submissions – Dr. Unal reported on the four CDN evaluation dates provided to candidates. It was agreed there should be 3 evaluations in the Fall semester and 4 in the Spring. The third fall evaluation is due November 15 and to be evaluated by December 1. It was agreed that the dates will be standardized. For EDG 4012: Standards-Based Education, Dr. Unal created a report that is automatically updated each semester. This summer, the candidates are submitting ESOL reflections to the CDN. This is much earlier than in previous years due to requirements in Dr. Brice's class. The question arose of what the faculty can do to help candidates reach Emerging in AP5 earlier? It appears the candidates are not reading the rubrics. It was agreed that Ms. Khattabi and Dr. Unal can address this requirement in their courses. Dean Fueyo then recommended changing 5.E.3 because no courses provide the required content. Dr. Leung suggested a change to remove conflict resolution from 5.E.3 and the committee agreed to the change. Dean Fueyo offered a recommendation to change 5.B.3 and 5. F. 3. She will review the assignments for EEX 4012 to ensure the assignment on acceptance is highlighted. **ACTION ITEMS** – Ms. Khattabi and Dr. Unal will address FEAP 5 in their class to help candidates reach Emerging earlier. Dean Fueyo will review the assignments for EEX 4012 to ensure the assignment on acceptance is highlighted.

Other Business

11. Review of Annual Schedule of Reporting – Dean Fueyo proposes keeping the schedule as written. **ACTION ITEM** – All committee members were encouraged to submit electronic copies of reports to Rebecca Ogletree. These reports will be used to document our work for future accreditation reports. For future meetings, please submit electronic copies to Ms. Ogletree with a CC: to Dr. Unal beforehand so reports can be viewed on-screen during discussions. These reports will also serve as permanent records of the committee's work.

Planning Dates for the Semester

12. The following date was selected for the next Assessment Committee meeting: October 1, 1:00 p.m.

ACTION ITEM – Ms. Ogletree will send a draft agenda prior to the meeting. Please respond with any items that may need to be added.