Liberal Education Program Committee
Thursday, Sept. 7, 2017---ASC 308
9:35-10:50 a.m.
Minutes

Present: Deb Weiss, Barbara Cook, Mike Shea, David Pettigrew, Wendy Hardenberg (recording), Terry Bennett, Helen Marx, Nicole Henderson, Resha Cardone

CURRENT MEMBERS:
Terms expire 2018:
Resha Cardone, WLL (At-large)
Mike Shea, ENG (At-large)
David Pettigrew, PHI (A&S)

Terms expire 2019:
Helen Marx, CNL (EDU)
Mary Pat Lamberti, NUR (HHS)
Robert Page, MGT (BUS)

Terms expire 2020:
Barbara Cook, CMD (At-large)
Vacancy (At-large)
Vacancy (At-large)

Ex-officio:
Wendy Hardenberg, LIB
Nicole Henderson, FYE
Terese Gemme, HON
Terri Bennett, LEP Co-Director
Karen Cummings, LEP Co-Director

1. Call to Order: 9:44 a.m.

2. NEW BUSINESS
   a. Election of chair/co-chairs – Deb Weiss UCF chair to conduct election
      a. David Pettigrew self-nominated
         i. Teaching at Southern for 31 years, designed two LEP courses, would like LEPC to collaborate with UCF to reduce caps in FYE/CT and W courses
      b. Mike and Helen self-nominated for co-chairs
i. Mike was one of the founders of the LEP, concerned it was never implemented fully and reinforcement of skills is not happening in Tier 2

ii. Helen has been here 7 years now, LEP coordinator for Elementary Ed, LEP is very important for Ed, has taught INQ and designed an LEP course, want to move beyond fighting about numbers to helping faculty embrace the meaning of the program

   c. Helen and Mike won the secret ballot for co-chairs

b. Election of secretary
   a. Wendy Hardenberg self-nominated
   b. Elected unanimously

c. Seeking candidates for two at-large openings on LEPC—nomination deadline Fri., Sept. 15 to Klay Kruczek
   a. Reach out to people we think would be good members and encourage them to put their names in

d. Report from Terri Bennett, LEP Co-Director
   a. LEP office has grad student worker this year, 20 hrs/wk, plus an undergrad student worker so the office can be open more often
   b. Sent out an email about LEP changes (world language waiver, 6 of 7) in the spring, should another email be sent this semester? Or is it too complicated now?
      i. Some departments contacted their students, but others didn’t, so maybe this should come from departments
   c. An article in the student newspaper about the LEP changes contains egregious errors
      i. But it is difficult to find these policies on the website right now

d. Grad student worker is looking to make sure the three LEP course lists match (and considering reducing that number) and also checking the website for all mentions of the LEP
   i. LEPC may need to make policy that departments cannot post their own LEP info but must instead link
   ii. LEP needs its own website separate from UCF

e. Plans to meet with departments to talk about restrictions in Tier 2, especially with regard to transfer students and undecided freshmen
   i. Some restrictions are valid and others are less so
   ii. Undergrad student worker will make a chart of what’s restricted for each department

f. Looking into making a glossy LEP advising flyer for faculty
i. Funds are available
g. Some majors’ cognates section allow LEP double-dipping, others don’t
   i. This is currently a Registrar rule, so maybe UCF needs to pass a blanket memo to clarify that major and cognate courses can always double-dip in LEP
   ii. Information on the definition of cognates and how they can be used would be helpful
h. ENV 100 is cross-listed with GEO 100, but GEO 100 is in Tier 2 while ENV 100 is not
   i. Perhaps UCF should make a motion that approved LEP courses cannot be cross-listed with non-LEP courses
i. RSP 445 wants to be a Tier 3 course, but the paperwork hasn’t been submitted yet, so can the students in it right now get the credit?
   i. Could also waive Tier 3 for these specific students since the class isn’t approved yet

3. Adjournment: 10:55 a.m.
Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ Your students’ average was significantly higher (p < .05) with an effect size at least .3 in magnitude.
△ Your students’ average was significantly higher (p < .05) with an effect size less than .3 in magnitude.
=" No significant difference.
▽ Your students’ average was significantly lower (p < .05) with an effect size less than .3 in magnitude.
▼ Your students’ average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

### First-Year Students

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<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with Connecticut peers</th>
<th>Your first-year students compared with Peer Institutions</th>
<th>Your first-year students compared with NSSE 2016 &amp; 2017</th>
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<td>Discussions with Diverse Others</td>
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<td>Experiences with Faculty</td>
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<td>Supportive Environment</td>
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### Seniors

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