

Minutes: QEP Assessment Subcommittee
 Wednesday, April 11
 11:30-12:30
 I-119A

Eileen DeLuca-co-chair	<i>Present</i>	Scott Van Selow	<i>Absent</i>
Kevin Coughlin-co-chair	<i>Present</i>	Amy Trogan	<i>Present</i>
Crystal Revak	<i>Present</i>	Susan Marcy	<i>Present</i>

1. Focus Group Update: Focus groups are scheduled Wednesday, April 25, with two time slots: 1:00-2:00 (with focus group leaders being available 1:00-2:30) and 4:00-5:00 (with focus groups leaders being available to 4:00-5:30). Eileen sent information to SLS 1515 faculty with sign-up sheets. Room G-230 has been reserved. Amy and Crystal volunteered to cover the 1:00 time slot. Kevin and Eileen will cover the 4:00 time slot. Kathy is scheduling times on Collier Campus. She will lead the focus groups. Tom is scheduling time on Charlotte campus. Denise Egbert will lead the group. Eileen will contact Duke about Hendry/Glades.

2. Prior to the meeting, Eileen discussed the SmarterMeasure Inventory with Myra Walters. Myra agreed that SmarterMeasure was designed to be an indicator of readiness for learning in an online or technology rich environment. However, she still felt strongly that it was a good measure of the achievement of success skills. She asked that the QEP Assessment subcommittee review some of the research studies posted on the website. Kevin and Eileen reviewed the studies and discussed findings with the group. Kevin suggested that our frame of reference should be whether or not we would expect to see improvement on the items included in SmarterMeasure after students completed the course. The group reviewed the SmarterMeasure subtests: Life Factors, Personal Attributes, Learning Styles, Reading Rate and Recall, Technical Competency, Technical Knowledge, Typing Speed and Accuracy. Eileen and Susan had taken the measure and shared the pros and and cons. The group also reviewed the course outcomes related to Success Skills:

Success Skills: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) develop strategies for effective written and verbal communications, use of technology, listening, reading, critical thinking, and reasoning, and b) demonstrate independence self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.

The group noted that there are many distinct skills included in the student learning outcomes. It may be difficult to find any one measure that can demonstrate achievement of all the skills if the learning outcome is not revised. Eileen suggested that the group take (or re-take) the assessments and take notes on which items from the sample assessments (SmarterMeasure, LASSI, Cambridge Survey of Student Assessment of Study Behaviors) align with the skills listed as part of the Success Skills outcomes and which items would we expect to see “growth” or “achievement” in following completion of the course.

3. The group reviewed the article, “Affective Assessment for Developmental Students, Part 2,”

by Patti Levine-Brown, Barbara S. Bonham, D. Patrick Saxon, and Hunter R. Boylan. Eileen and Susan had taken the California Critical Thinking Test prior to the meeting and shared their perspectives. They both agree that the reading level of the test was high. The sophistication of the reading passages would make it difficult to get a true measure of a student's ability to think critically. Despite the reading difficulty the domains seemed to be appropriate: analysis and interpretation, inference, evaluation and explanation, inductive reasoning, deductive reasoning. SLS 1515 Students will take a version with lower reading level, the Test of Everyday Reasoning (TER), this summer that includes items in the same domain. The group also discussed the possibility of using the California Critical Thinking Disposition Inventory (CCTDI) as a possible measure of achievement. This is an attitudinal measure that focuses on seven disposition scales. Eileen has requested a sample for the group to review. Eileen shared the updated version of the Critical Thinking rubric. In this version, Myra incorporated changes based on the qualitative and quantitative data generated during the rubric standardization workshop on March 3.

4. Prior to the meeting Eileen talked to Mary Myers who confirmed that she would be able to put together a modified training for the SLS 1515 faculty who would teach the course in the fall. Once the fall schedule is completed, any faculty who are assigned to the course but who have not completed the Canvas training will take a focused training that will prepare them to use Canvas for scoring the assignments. Amy set up the Group assignment rubric into the subcommittee's group page so that we could preview its use.

5. Kevin created a series of spreadsheets that include a representative sample of students. Three different sheets were created to represent a 25% sample, 33% sample, and 50% sample. Kevin and Eileen reviewed the spreadsheets after the meeting and a 33% sample was chosen. Crystal created a message to send to faculty to provide guidance for collecting the student essays. Eileen sent the message to each faculty member individually and included the list of chosen students. Faculty will submit essays to Amanda Romero.

Minutes submitted by Eileen DeLuca