

Minutes: QEP Assessment Subcommittee
 Tuesday, June 26, 2012
 10:00-11:00
 I-119A

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

1. As a follow-up to the previous meeting, Eileen shared that the FYE/Academic Success program specialists will be scheduling open lab times for students to get one-on-one support and/or complete the Microsoft digital literacy curriculum. This additional technology focus responds to the SmarterMeasure data and student focus group data which suggests that students need more technology training. For fall, faculty will be encouraged to have students complete SmarterMeasure before the first class. The faculty will need to work with Monica Moore to try to encourage students to adhere to strict time periods for the pre- and post attempts.

2. The group reviewed the Spring 2012 Indirect Assessment Measures data:

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Spring 2012 Pilot Results
Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.	Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	For the Spring 2012 SIR II administrations, the overall mean score for the "Course Outcome" Items was 4.28 which exceeds the comparative mean for four-year institutions (3.75). For the "Student Effort and Involvement" Items, the overall mean score was 4.10 which exceeds the comparative mean for four-year institutions (3.74). These pilot data have met the stated goal.
Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement. The success of this measure will be demonstrated through the quality of student/student, student/faculty, and student/college engagement.	Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	The overall mean score for the "Faculty-Student Interactions" Items was 4.89 which exceeds the comparative mean for four-year institutions (4.37).

<p>As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.</p>	<p>Professional Development Surveys</p>	<p>Following completion of the professional development modules, 80% of trained faculty will report using critical thinking and first-year student success strategies as measured on Likert scale items.</p>	<p>Thirty-two of the forty faculty completers responded to the Cornerstone Instructor Module survey. 68.4% of the completers “agreed” or “strongly agreed” that they had applied the “Critical Thinking” knowledge gained from the modules to their teaching or interactions with students (falling 11.6% short of the stated goal). 81.7% of the completers “agreed” or “strongly agreed” that they had applied the “Success Strategies” knowledge gained from the modules to their teaching or interactions with students (Exceeding the stated goal by 1.7%).</p>
	<p>Supplementary Instructional Methods items from SIR II: 22, 23, 24, 25, 26, 27 and 28 and Communication items: 6, 7, 8, 9 and 10</p>	<p>Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.</p>	<p>The overall mean score for the “Communication” Items was 4.83 which exceeds the comparative mean for four-year institutions (4.37). *Need to review reporting of Supplementary Instructional Items.</p>
<p>As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.</p>	<p>Professional Development Surveys</p>	<p>Following completion of the professional development modules, 80% of trained staff and administrators applying critical thinking and first-year student success strategies as measured on Likert scale items.</p>	<p>Thirteen of the twenty-five staff and administrators who completed the required modules completed the survey. 76.6% of the completers “agreed” or “strongly agreed” that they had applied the “Critical Thinking” knowledge gained from the modules to their teaching or interactions with student falling 3.4% short of the stated goal. 50% of the completers “agreed” or “strongly agreed” that they had applied the “Success Strategies” knowledge gained from the modules to their teaching or interactions with students) falling 30% short of the stated goal.</p>

Other Training Results: As of the close of the Spring 2012 semester, a total of 339 faculty, staff and administrators have completed one or more Cornerstone Training Modules. 40 faculty have completed the ten Cornerstone Instructor Training Modules. 25 staff and administrators have completed five required Staff/Administrator modules.

Scott suggested that when the data is reported, the report should include a rationale for why each SIR II category was chosen as an indirect measure for each outcome. Also he suggested reporting the training completers as a percentage of overall faculty, staff, and administrators.

Crystal will check with the SIR II techs to see if there is a way for the Supplementary Instructional items to be reported as means. If not, the group may want to set a different goal, or eliminate those items as a measurement.

3. Most of the Critical Thinking Rubric data and Success Strategy data from spring 2012 have been entered into spreadsheets. One faculty member has not yet submitted their rubric data. Once that data is entered, Eileen will share the mean scores with the Assessment Subcommittee and it will be reviewed with faculty in August 2012. The mean scores for each criterion will be reviewed to inform areas of strengths and weakness as well as to identify learning objectives that may need additional emphasis or instructional time in the course. The Success Strategies (Group Project) rubric will be standardized in fall 2012.

4. Beginning Summer 2012, all SLS 1515 faculty will enter rubric data through Canvas. Dobin is leading a training with the SLS faculty on Lee Campus on Wednesday, June 28. He has also scheduled visits for Collier and Charlotte. Additionally, he is scheduled to visit classes to help train/acclimate students.

5. Kevin and Crystal have been working with the SENSE representatives to make sure the survey is ready to go for the fall. Kevin has worked with the team to set up a system so that all SLS 1515 courses are sampled (and reported separately).

6. The "Summer A" administration of the CCTDI went well. The faculty and students seemed happier with the assessment tool and the faculty felt it is more appropriate than the CCTST. The pre- and post data has been sent to Kevin. The IRPE will run an analysis. Since the pre- and post administrations were only six weeks apart, it may detract from the validity of reporting "gains" in critical thinking. However, the IRPE will run the analysis so that we may become familiar with the type of data report this inventory will be able to provide.

7. Final Essay Coding: Random samples of final essays were collected district-wide in spring 2012. Amy and Crystal volunteered to join Eileen for an essay coding session (possibly in August). Eileen will have clerks scan the final essays so that they may be sent to Amy and Crystal as a preview.

Minutes submitted by Eileen DeLuca