

QEP Assessment Subcommittee  
 Wednesday, August 21, 2013  
 3:00-4:00 p.m.  
 S-262D

Eileen DeLuca-co-chair	<b><i>Present</i></b>	Scott Van Selow	<b><i>Present</i></b>
Kevin Coughlin-co-chair	<b><i>Present</i></b>	Amy Trogan	<b><i>Absent</i></b>
Crystal Revak	<b><i>Present</i></b>	Susan Marcy	<b><i>Present</i></b>
Monica Moore	<b><i>Present</i></b>	Abby Willcox	<b><i>Present</i></b>
Jeff Gibbs	<b><i>Present</i></b>		

1. Eileen welcomed participants and welcomed a new member, Jeff Gibbs, Director, Hendry/Glades Center.
2. Eileen reviewed assessment activity that had taken place during the summer:
  - a. Eileen submitted a draft of a QEP Year One achievement report to Dr. Wright on July 1. She organized the report in the style of the guidelines for the SACSCOC QEP Impact Report, which is the 10-page document that will be submitted upon conclusion of the fifth year. After the summer 2013 data is collected and analyzed it will be included in the year one report. Eileen will share a final draft with the QEP Assessment committee before finalizing.
  - b. Dr. Trogan worked on creating a faculty-friendly assessment presentation.
  - c. Eileen, Dr. Trogan, and Whitney worked on a brochure with Year One QEP Achievement Data. Eileen will share a draft with the QEP Assessment committee before finalizing.
  - d. Eileen led a rubric standardization session with ten faculty on July 12 in an effort to measure the reliability of the rubric and come to a consensus about levels of performance. Both quantitative and qualitative data were collected. Kevin has analyzed the Quantitative data. The results will be discussed at the next QEP Assessment committee meeting and disseminated to the faculty at an upcoming Community of Practice session.
  - e. A QEP Advisory meeting was held on August 7. The committee discussed SB 1720 and its implications for the QEP. By October 31, 2013, the State Board of Education shall revise Rule 6A-10.0315 to include a provision for common placement testing and developmental education exemption.
    - i. The committee discussed the “exempt” and “non-exempt” student classifications as described in SB 1720.
    - ii. According to s. 1008.30(4)(a), F.S., Florida standard high school diploma recipients who enter 9th grade in a Florida public school 2003-04 and thereafter and active duty military are not required to take a common placement test.

- iii. As discussed with the QEP Implementation Team, Eileen suggested that the QEP Timeline be advanced. This would allow students to benefit from the SLS 1515 course even if they had not been identified by testing. The course will provide academic support to students who would have otherwise received support through developmental coursework. Preliminary assessment data has shown that the course has a positive effect on student's critical thinking disposition and enrollment in the course is associated with higher retention rates. Advancing the timeline will mean that additional faculty lines may be needed in SLS 1515. Additionally, with the support of the Provost/VPAA, additional incentives may need to be implemented to attract faculty from various programs to teach the course as an overload or part of their load where allowed by the academic Deans. After much discussion, the motion was unanimously approved.

3. Spring 2013 Data Summary:

a. Critical Thinking Journals and Final Essay:

- i. "Clarity" continues to be the area of lowest achievement. Faculty continue to strategize ways to provide additional writing support to students.
- ii. CCTDI: Students show positive gains in all domains between pre- and post-administrations. Student had significant gains in all domains in fall 2012. In spring 2013, students had significant gains in all areas except "Truth-seeking" and "Inquisitiveness." Historically, students have been highly "Inquisitive" so it is difficult to show gains. Historically, students have had the lowest scores in "Truth-seeking." Eileen is working with Jane Bigelow and Bill Shuluk to develop a training for faculty on how to engender a disposition towards "Truth-seeking." Faculty will share ideas at an upcoming Community of Practice. Also, Eileen will conduct qualitative interviews with students regarding Epistemic Stance and Truth-Seeking to provide greater insight into students' Critical Thinking dispositions.
- iii. Smartermeasure: Spring 2013 was the first semester that students had significant gains in "Technology Competency." Concentrated efforts were made by faculty and staff during spring 2013 to provide students additional technology support and training. Faculty reviewed the technology competency items at a community of practice session to strategize ways to incorporate more technology competency standards into the class. Also, Eileen purchased headsets for every campus so that students could work with audio files.
- iv. Success Strategies Survey: The committee reviewed the spring 2013 survey results and discussed goal-setting. The committee strategized ways to summarize the data.
  1. Many of the survey items are "check all that apply" where students engage in self-report about improvement. For these

items, Kevin suggested a goal of 75% of students reporting improvement since completing the course.

2. Other item sets are set up as a rating scale. These items are set up with the following response choices:

*I didn't do this much before taking this class and now I still don't*

*I didn't do this much before taking this class and now I have improved a little*

*I didn't do this much before taking this class and now I have improved a great deal*

*I have always done well at this and haven't changed*

*I have always done well at this, but I have made some improvement*

The committee discussed how to summarize these items (to be able to review progress across time. Also, the group discussed goal-setting.

- Eileen had set up a table listing the percentage of students who reported substantial improvement. Pro: All information can be included in the table across time. Con: Cuts out nuanced information about improvement. Another way to present data may be to include students reporting any improvement, which would include three of the ratings.
- Scott suggested eliminating the ratings from the students who have always done well from the divisor.
- Kevin suggested using histograms. Pro: Visual representation across time. Con: Separate histograms for each domain would mean reviewers looking at many graphs.
- Jeff suggested focusing and reporting on items that are fundamental learning outcomes for the course; for example, "Thinking Critically about texts and lectures."
- Scott suggested the item, "Meeting with the professor outside of class for help," is one that could be targeted for improvement by faculty.

Eileen will experiment with some alternative data summaries and share with the group.

4. SENSE and CCSSE: As discussed in a previous meeting, Eileen will revise the SENSE and CCSSE goals for next year. An increase of 5% over the previous year's goals each year may be unrealistic, especially when ESC is scoring above the comparative weighted scores. The assessment committee concluded that the new goal should be scoring 3% above the comparative "extra-large college" weighted scores for the given year. This way, the college would not be "competing against itself" to the point where it would not be able to show additional gains.

Minutes submitted by Eileen DeLuca