

QEP Assessment Subcommittee  
 Wednesday, January 22, 2014  
 2:00-3:00 p.m.  
 I-122

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>Present</i></b>
Crystal Revak	<b><i>Present</i></b>	Susan Marcy	<b><i>Absent</i></b>
Monica Moore	<b><i>Absent</i></b>	Abby Willcox	<b><i>Present</i></b>
Jeff Gibbs	<b><i>Present</i></b>	Laura Alvarez	<b><i>Present</i></b>
Sabine Maetzke	<b><i>Present</i></b>	Chitra Paul	<b><i>Present</i></b>

1. Eileen welcomed participants.
2. Committee Members Reviewed data from Fall 2013 Focus Groups (see attached summary).
  - a. Chitra and Amy reported the Monday morning session on Lee Campus had few students but was generally positive.
  - b. Amy and Laura reported the Wednesday afternoon session on Lee Campus had one student who was a “negative Nellie.” They felt that student influenced the tone of the session. The general complaint was that the student found the class unnecessary since she already had skills/knowledge covered in the curriculum. Amy compared it to the spring 2013 session which she felt was overwhelmingly positive.
  - c. Abby and Scott reported that in the Monday afternoon session there were some students positive about course/professor and another group negative about course/professor. Scott noted that quite a few students did not see the value of the course. Sabine suggested that it is important to focus on the culture of the course and work towards keeping the “buzz” positive. Kevin discussed how professors can use relevant examples in the course to demonstrate how the course can benefit students.
  - d. Kevin and Eileen reported that most students on Charlotte were positive about course and (long-term) professor. One student had a new professor and was not as positive.
  - e. The group discussed the impact of the professor on the students’ assessment of the course. The focus groups are not meant to serve as an evaluation of a faculty member. However, the contrasting responses based on assigned professor suggests that some faculty may benefit from more training, support and mentorship. Eileen suggested that instructors with little or no teaching experience may benefit from observing another teacher during the term prior to teaching. Also, all faculty new to SLS 1515 may benefit from having a mentor assigned to them for their first-term. Kevin suggested that a “capstone” experience be added to the Cornerstone Training modules, which may include observing the course and/or classroom management training. Scott supported

this idea. Eileen will share these suggestions with the QEP Training and Development committee.

- f. The group reviewed data related to each focus group question. Some trends:
  - i. **Valuing and Critiquing Textbook:** Several students on Collier and Charlotte reported that the textbook was useful. Some Lee campus students reporting frustration with purchasing textbook, but not using it.
  - ii. **Valuing and Critiquing GPS Assignment:** Most comments about GPS assignment were positive. Some Charlotte campus students mentioned that too many events were Lee-campus focused.
  - iii. **Discussing Age Diversity:** Some students over the traditional age noted that the course was designed for traditional age students. Kevin suggested many student activities run during hours that “traditional students” take the courses (day). The group discussed the need for more events/services that are available to evening students. Jeff suggested running evening courses later (e.g. 6:30) and holding events from 5:30-6:30. Eileen suggested that more services would also need to be open later (e.g. Career Services, FYE Office, ASC and Library on all Campuses). Amy suggested that Student Life may want to offer a “Non-Traditional Student” club or group. The group also discussed offering more “Career-Focused” workshops. Eileen will share these ideas with the Implementation Team.
  - iv. **Valuing and Critiquing Journal Assignment:** Generally students reporting liking the journal assignment/finding it useful, but some students noted that there were too many journals or that some were repetitive. Some students suggested journal minimum word count should be higher. A Lee campus student provided positive feedback about writing center.
  - v. **Learning Time Management:** On all campuses, “Time Management” was noted as a positive takeaway from course. This phrase showed up as a response to more than one question.
  - vi. **Gaining and Valuing Self-Awareness:** On all campuses, “Self-Awareness” and “Personality Assessments” were noted as a positive takeaway from course.
  - vii. **Valuing Group Project:** On Lee, Collier, and Charlotte, students noted that group projects helped with relationship building. Some students wanted more group work in class (formative) before group project (summative). “Working together” was mentioned positively on Hendry/Glades.
  - viii. **Valuing Peer Architects:** On all campuses, the feedback regarding Peer Architects was positive. Peer Architects were described as “helpful (most frequent), cool, nice, sweet, awesome, entertaining.” They were described as being helpful with campus even information, technology, creating PPTs, life issues, and meeting outside of class.
  - ix. **Valuing and Critiquing Campus activities:** Across Lee, Collier, and Charlotte, student reported participating in a variety of campus-based

activities. Hendry Glades students listed only one event, Welcome Week. Some of the student suggested that they would like to see more intramural sports. Charlotte Campus students noted that there were many more activities available on Lee Campus. Students want to be notified through social media as well as posters. Food is a motivator for attendance. Some students complained about food quality.

- x. **Learning and not Learning Critical Thinking:** Positive comments about critical thinking on Charlotte campus. Some students said it should be taught earlier in course. On Lee Campus, a student listed “critical thinking” as least useful. Another Lee Campus student suggested that they would like to see more videos related to critical thinking such as TED Talks.
- xi. **Success Strategies:** On all campuses, success strategies (note-taking, test-taking skills, organization, and communication) and their application were mentioned as a positive takeaway from the course.

3. Other:

- a. Eileen discussed how the Technology Workshop Series and Workshops in general are well-attended. Students have been requesting additional workshops. Using the Cloud and Prezi are popular.
- b. Eileen reported that the course is driving students into the labs. Since the number of students taking the course in Fall 2014 may triple the Fall 2013 enrollment, she has concerns about staffing the lab. Currently all instructional assistants in Academic Success Centers college-wide are funded from course fees. Current course fee revenue is not enough to support the current positions. Scott suggested finding a way to “stagger” lab attendance. Kevin suggested assigning various sections an assigned journal to provide extended feedback and encouragement for a lab visit.
- c. Jeff reported that he recently received Noel-Levitz survey data for the Hendry/Glades Center. He will share relevant data and the next QEP Assessment Meeting.

Minutes submitted by Eileen DeLuca