

QEP Assessment Subcommittee
 Wednesday, February 19, 2014
 2:00-3:00 p.m.
 I-122

Eileen DeLuca-Chair	<i>Present</i>	Scott Van Selow	<i>Present</i>
Crystal Revak	<i>Present</i>	Amy Trogan	<i>Present</i>
Monica Moore	<i>Present</i>	Susan Marcy	<i>Present</i>
Jeff Gibbs	<i>Present</i>	Abby Willcox	<i>Present</i>
Sabine Maetzke	<i>Present</i>	Laura Alvarez	<i>Present</i>
		Chitra Paul	<i>Absent</i>

1. Eileen welcomed participants. She explained that Dr. Coughlin has accepted a position at Florida International University and would therefore no longer co-chair the committee.
2. Committee members reviewed data from the Fall 2013 Success Strategies survey (see attached summary). Some highlights from the discussion:
 - a. 85.0% of the students reported utilization of the Academic Success Centers (highest of support services).
 - b. Student-reported participation in FYE Activities and Academics Success and FYE Workshops had substantial increases from Fall 2012 to Fall 2013. Eileen noted that the availability of workshops and marketing has increased and the GPS assignment is driving students into these workshops.
 - c. There was a decrease in student-report of improvement in all “Goal Attainment Strategies” from fall 2012 to fall 2013. There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes.
 - d. 82.1% of students reported the improvement in “Considering opinions different from my own.” This was the highest improvement reported among the “Communication Strategies.” The committee discussed the relationship between this skill and critical thinking.
 - e. The two cognitive strategies that students reported the highest application of were “Critical Thinking” and “Success Strategies.” These match the two major student learning outcomes for the course.
 - f. A high percentage of students (72.1%) reported “Changing study habits” as a result of the class.
 - g. There was a large decrease from fall 2012 to fall 2013 in students reporting substantial improvement in “Thinking critically about texts and lectures.” There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data

suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes.

3. The group reviewed the fall 2013 Career Survey data as compared to data from previous semesters (see attached summary). The fall 2013 survey has been updated to reflect the eight meta-majors from which students will choose upon admission, beginning with the fall 2014 registration cycle.
 - a. Health Science remains the category with the highest interest.
 - b. Business is the second highest interest area.
 - c. Social and Behavioral Sciences and Human Sciences is the third highest interest area. Previous versions of the survey were not able to capture this specific interest area which may have previously fallen into the “undecided” category.
 - d. The committee discussed ways to better connect students to intended majors/careers. Scott suggested using the “Tech Match” concept for creating a “Program Match” event where students could connect with faculty in program areas and leaders in various career fields. Susan suggested field trips or open houses (e.g. to the dentistry facilities) to familiarize current students with the programs we offer. Eileen will share ideas with Career Services and Program administrators and leaders.
 - e. If interest-based tracks are offered in the future, the data suggests we would need more faculty from the health professions teaching sections of SLS 1515.
4. Jeff shared results for the Noel-Levitz survey conducted at the Hendry/Glades Center. The community college version was administered and results included regional comparison. 185 students were surveyed across 20 course sections. The results are broken out to demonstrate areas where the campus atmosphere is positive and areas that can be improved. Jeff has shared these data with H/G faculty and staff and is using data to inform improvements.
5. Eileen shared the Within-Course Success Rates from fall 2013 (see below and attached).

Table 1
SLS 1515 Within-Course Success Rates (%Passing, A-C) by term

Campus	Semester			
	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Charlotte	74.4%	82.8%	76.9%	79.80%
Collier	83.9%	69.2%	93.3%	77.50%
Hendry/Glades	86.7%	52.6%	84.2%	76.50%
Lee	74.9%	70.2%	87.0%	74.50%
College Total	77.0%	70.1%	87.0%	75.60%

- a. The fall to fall comparison demonstrates a slight decrease in success. In fall 2012, students who tested into two developmental courses were required to take the course. In fall 2013, students who tested into any number of developmental courses

were required to take the course. Theoretically, the overall preparedness of the students should have increased and therefore it was expected that success rates would increase. There were many new faculty and faculty with limited or no teaching experience that taught the class in fall 2013. Along with the focus group data, the survey data suggest that there is a need for better training and support for new faculty, so that they are better prepared to help students achieve the stated student learning outcomes. Also, classroom management proved to be a challenge for many of the new faculty. This may have led to more attrition. Eileen is encouraging potential faculty to observe current faculty to:

- Observe best practices in SLS 1515 teaching and learning.
- Observe classroom management techniques and class routines.
- Become familiar with course content.
- For those with little or no teaching experience, become familiar with the academic skills of our student population.

Minutes submitted by Eileen DeLuca