

QEP Assessment Subcommittee
 Wednesday, April 9, 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>Absent</i>
Sabine Maetzke	<i>Present</i>	Laura Alvarez	<i>Present</i>
Megan Just	<i>Present</i>	Chitra Paul	<i>Absent</i>
Guest: Kelly Dunlap	<i>Present</i>		

1. Eileen welcomed participants. Megan Just, Coordinator, Effectiveness, and Kelly Dunlap, Assistant Director, Institutional Research, introduced themselves.
2. Committee members reviewed data from the Fall 2013 SENSE Administration (see attached SENSE 2013 Key Findings and SENSE Results slides.
 - Aspects of Highest Student Engagement at ESC:
 - Clear Academic Plan and Pathway 18e: An advisor helped me to select a course of study, program, or major
 - Engaged Learning 19e Frequency: Participated in supplemental instruction
 - Engaged Learning 19l Frequency: Used an electronic tool to communicate with an instructor about coursework
 - Engaged Learning 20d2 Frequency: Used face-to-face tutoring
 - Engaged Learning 20f2 Frequency: Used writing, math, or other skill lab

Committee members noted that these items are aligned with SLS 1515 course outcomes.

- Aspects of Lowest Student Engagement at ESC:
 - High Expectations and Aspirations 18b: The instructors at this college want me to succeed
 - Academic and Social Support Network 18q: At least one other student whom I did not previously know learned my name
 - Academic and Social Support Network 18r: At least one instructor learned my name
 - Engaged Learning 20h2 Frequency: Used computer lab
 - Effective Track to College Readiness 21a: Learned to improve my study skills within a class, or through another experience at this college

Committee members discussed sharing results with faculty to inform practice. For example:

- Many faculty set high expectations/standards while still communicating to students that they want them to succeed. It is important that this is communicated to the students early in the term.
 - Additionally, faculty can support students learning one another's names by using peer and cooperative learning strategies early in the term. Sabine shared that she encourages students to learn each other's name and acquire contact information.
 - Faculty can learn strategies to learn students names quickly and use students' names for positive purposes.
 - Committee members noted that use of computer labs may be lower due to lack of availability. Eileen shared that she has difficulty finding computer rooms for SLS and Developmental courses and assessments.
 - Faculty can share discipline-specific study strategies early in the term.
- Special Focus Items:
 - 41.7% of respondents agreed or strongly agreed that *"This course helped me develop skills to become a better student."*
 - 40.7% of respondents agreed or strongly agreed that *"This course helped me to feel more connected to the college."*
 - 32.1% of respondents agreed or strongly agreed that *"This course should be mandatory for all new students."*
 - 34.8% of respondents agreed or strongly agreed that *"This course helped me to improve my study skills (listening, note-taking, highlighting readings, working with others, etc.)."*

Crystal noted that in many cases "neutral" may have been chosen by students who had not taken the course. The choice of "neutral" replaced "not applicable."

- Academic Goals Setting and Planning:

Student had positive responses in the following areas with the majority agreeing or strongly agreeing that:

"An advisor helped me to select a course of study, program, or major."

"An advisor helped me to identify the courses I needed to take during my first semester/quarter."

Two areas that can be improved:

“An advisor helped me to set academic goals and to create a plan for achieving them.”

“A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take.”

Eileen noted that there is a new admissions/advising process that will include a focus on meta-major declaration. Additionally, students will complete a self-appraisal inventory and Type Focus assessment. These tools will help advisors provide a much more prescriptive academic plan. Jeff noted that there is no specified process for discussing commitments outside of school. Eileen will share these data with the Enrollment management team and suggest a formal process is put in place to identify and discuss outside of school commitments as part of the advising process.

- Benchmarks measured for QEP: Engaged Learning Items

Table 1
Edison State College SENSE Survey Results

Benchmark	<u>*Fall 2011</u>			<u>Fall 2012</u>			<u>Fall 2013</u>		
	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference
Engaged Learning	49.3	49.4	0%	51.4	49.3	4%	53.5	49.7	8%

*Baseline scores before implementation of FYE Course and Program

- Benchmarks measured for QEP: Clear Academic Plan and Pathway Items

Table 2
Edison State College SENSE Survey Results

Benchmark	<u>*Fall 2011</u>			<u>Fall 2012</u>			<u>Fall 2013</u>		
	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference
Clear Academic Plan and Pathway	48.9	47.6	3%	48.9	48.0	2%	53.8	47.5	13%

*Baseline scores before implementation of FYE Course and Program

The committee noted steady improvement in these scores since implementation of the QEP and as compared to baseline data from before QEP implementation. This supports the positive correlation between QEP initiative and student engagement.

3. The committee discussed use of results:

- Scott suggested adding items in SLS 1515 Canvas course shell that address the Benchmarks from SENSE, especially those that were items of lower student engagement in fall 2013 (e.g. Add and “Introduce Yourself” feature, Access to a Campus Map, Lib Guides, etc.)
- Fully implement new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Jeff suggested having advisors add a “life factors” (outside commitment) component to the initial advising conversation.

4. The committee discussed ways to further disseminate SENSE results:

- RTA will post on Web page.
- Eileen will send 2-3 PPT Slides to Department Chairs to use at initial fall 2014 Department Meeting. Slides will include around 5 key “takeaways” from the survey results.
- Susan suggested adding a “Did You Know?” feature in monthly newsletter with the most interesting result in the tag line. Include a link to direct faculty/staff where to “read more.” The committee also discussed adding a trivia question in the newsletter (e.g. What are the three best ways to engage students?)
- Sabine suggested working with Professional Development Committee to offer TLC Workshops on “Best Practices” as related to SENSE Benchmarks.

5. The committee discussed the CCSSEE and CFSSEE Administration. Committee members who completed the CFSSEE noted that the assessment was lengthy. Crystal shared that faculty will continue to receive reminders to complete the survey.

6. The committee discussed the spring focus group sessions. Three sessions are scheduled for Lee Campus: Wednesday April 16th at 12:00 p.m. in Q-128, Wednesday April 16th at 4:30pm in Q-128 and, Thursday April 17th at 12:30pm in Q-128. Two sessions are scheduled for Collier Campus: Monday April 14th 10:30am in G-106, and Thursday April 17th at 2:30pm in G-106. One session is scheduled for Charlotte Campus: Tuesday April 15th at 1:15pm in O-116. One session is scheduled for the Hendry/Glades Center: Wednesday April 23rd at 10:00am in A-110. Marketing committee members have volunteered to participate in focus group sessions. Eileen asked Assessment committee members to volunteer as well.

7. The committee discussed potential meeting dates/times for the fall. She will send out a poll to current members. Spring term results will be sent to committee members throughout the summer.

Minutes submitted by Eileen DeLuca