

QEP Assessment Subcommittee
 Wednesday, September 17, 2014
 2:00-3:00 p.m.
 I-122

Eileen DeLuca-Chair	<i>Present</i>	Scott Van Selow	<i>Present</i>
Crystal Revak	<i>Absent</i>	Amy Trogan	<i>Present</i>
Joseph van Gaalen	<i>Present</i>	Susan Marcy	<i>Present</i>
Jeff Gibbs	<i>Present</i>	Abby Willcox	<i>Present</i>
Sabine Maetzke	<i>Present</i>	Duke Dipofi	<i>Present</i>
Megan Just	<i>Absent</i>	Chitra Paul	<i>Present</i>

1. Eileen welcomed participants to include two new members, Joseph van Gaalen, Coordinator of Academic Assessment, and Duke Dipofi, SLS Faculty (Hendry/Glades). Note: Megan Just has a conflict with the meeting day/time for fall term, but would like to continue to receive communication.
2. Committee members discussed the Fall 2013 SENSE results dissemination and other use of results.
 - Joe shared summary graphs that he prepared (see Canvas page) highlighting the increase in scores in “Engaged Learning” items and “Clear Academic Plan and Pathway” items. These data were reviewed with the entire Academic Success faculty (SLS, EAP, REA). The faculty discussed ways to increase engagement.
 - Eileen shared a copy of the Academic Assessment newsletter that would be sent to college-wide faculty on September 22. In it, one page was dedicated to highlighting SENSE results and providing bulleted tips on how to increase engagement in classrooms.
 - Eileen shared that based on the SENSE data and the committee’s recommendation; an item regarding “time commitments outside of school” was added to the self-appraisal instrument used in admissions and is now part of the advising conversation. This allows advisors to help students plan a reasonable schedule that will increase chances of success and retention.
 - The group discussed scheduling Professional Development sessions geared at practical ways to increase student engagement as aligned with SENSE and CCSSE Benchmarks. Joe volunteered to take the lead. Amy, Sabine, and Scott volunteered to collaborate and possibly co-present with Joe.
3. Committee members discussed the CCSSE and CCFSSSE results from Spring 2014.
 - Joe shared charts that he prepared (see Canvas page) that demonstrated the difference between student and faculty perceptions of coming to class prepared, challenging students to do their best work, and career placement services. Some of these comparisons may be included in a future Assessment Newsletter. Also, some items may be used in the proposed faculty training session.

4. Susan asked if QEP Leadership had gotten feedback from faculty in upper-level courses about if (in their opinion) students are better prepared for their courses now that so many have completed SLS 1515. Eileen shared that many faculty have been thankful that students come to their courses already knowing how to navigate Canvas. Amy noted that many more students are taking the time to formally introduce themselves during her office hours to her before or after class. The committee discussed the possibility of running a faculty focus group in the spring to get additional feedback now that all FTICs are required to complete the course. This would help determine how the SLS 1515 course is (or isn't) improving student performance in other courses.
5. Eileen shared the fall 2014 Meta-Major declaration data (percentages provided by Abby). "Health Science" continues to be the most popular career interest for entering students. This is followed by "STEM" and then "Business." The group discussed the use of these data:
 - Future interest-based sections.
 - Further recruiting of Health Professions faculty (Nancy Costello, Dennis DiSarro, and Chitra Paul currently teach SLS).
 - "Critical Thinking in Careers" series. Based on historical meta-major data and to align with course goals to promote "Critical Thinking" and "Relevancy," Eileen recruited college leaders to volunteer one hour during the semester to lead a discussion on how they use critical thinking in their discipline or career. The lectures will be marketed to SLS students but all college students are welcome to attend.
 - Once data are entered into Banner (waiting on Advising office to complete), Abby's office will run a report that provides students' meta-major declarations and contact information. This will be shared with the Academic Deans so that they may reach out to students early in their college career to connect them with their intended major. Jeff also asked Abby to explore ways to include information about primary campus.
6. Eileen shared a summary of the Rubric Standardization session that took place on June 6, 2014.
 - Prior to session faculty identified and send in examples of "Exemplary," "Developing," and "Beginning" journal responses.
 - Names were redacted and an electronic file was created.
 - On June 6, faculty worked in teams to review examples and determine the rubric criteria that was best achieved by each exemplar.
 - While identifying rubric criteria, faculty also completed a qualitative questionnaire on the rubric regarding ease of use and the criteria and levels of performance.
 - After the affinity process, exemplars (or anchor papers) were chosen for each dimension and faculty worked in teams to write short narratives justifying the scores.
 - The faculty discussed the qualitative questionnaire. Based on their responses and previous quantitative data, the faculty made revisions to the rubric to

include removing the “Accuracy” criterion and revising the language on the “Relevancy” criterion.

- Anchor papers will be made available to faculty and students later in fall 2014.

Minutes submitted by Eileen DeLuca