

QEP Assessment Subcommittee
 Wednesday, February 25, 2015
 1:00-2:30 p.m.
 I-122

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

1. Eileen welcomed participants.
2. Scott led a review of the committee charge. He shared a draft of a committee mission statement and list of committee duties. The committee members discussed the purpose and goals of the committee. During the discussion, Scott made revisions to the “live” document. The updated draft appears below:

Consistent with the College's QEP goal to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills, the QEP Assessment Subcommittee at FSW exists to:

- preview and recommend standard assessments for use in the Cornerstone course.
 - analyze assessment data in order to...
 - make recommendations to the College’s Professional Development Committee, marketing efforts, and faculty overseeing Cornerstone curriculum.
 - make recommendations regarding continuous improvement of the Cornerstone course.
 - disseminate first-year student related assessment data to all FSW faculty with a goal of improving teaching practices.
 - maintain awareness of assessment best practices.
 - contribute to QEP annual reports.
 - establish benchmarks and revise when appropriate.
 - identifying opportunities for improvement which could influence / advise future quality enhancement plans.
3. Eileen distributed copies of the QEP Annual Report summary. The QEP Annual Report and Annual Report Summary are available on the QEP Web page. Check out <http://www.fsw.edu/fye/gep/assessment>.
 4. The committee reviewed the fall 2014 focus group data. Trends noted:
 - Students were very positive about Peer Architects.
 - Across sessions, students reported “I wouldn’t have [various success strategies or campus engagement]” if they hadn’t taken the course.
 - i. participated in campus activities
 - ii. joined a Club
 - iii. utilized support centers
 - Across sessions, students reported being surprised by the course being somehow better than they thought it was going to be.

- Across sessions, some students complained about the price of the book in relation to how little certain professors used the book.
 - As in past focus groups, students reported learning about themselves to include thorough use of the personality and aptitude assessments.
 - As in past focus groups, students discussed time management strategies as important and useful course topic.
 - As in past focus groups, students mentioned critical thinking as an important and useful course topic.
 - One of the focus group leaders said that some students reported that they felt like they learned about things during the college tour/orientation session that did not match the reality they found during their first semester. The committee discussed how some of the mismatch may have to do with the transition in Student Life leadership.
5. The committee discussed ways in which the course could support students in “pushing” or “expanding” their boundaries (academically and socially). All FTIC college students are now required to complete the course. They may feel the course topics cover material they have already “mastered.” At the same time, they may not have actually mastered these skills. The challenge for faculty is making the “familiar” seem “exotic.”
- Scott is leading a faculty team to define a “challenge” option for students.
 - This is based on an idea he learned about during a session he attended at the SACSCOC Conference. The idea would be to offer students the opportunity to complete a “challenge.” Students can either add 15 hours of assignments or 30 hours as related to a career/degree of interest, or a theme.
 - The challenge would be available to students in all SLS 1515 sections. The work may be self-directed but we may need experts in the area to provide support and guide the students.
 - The top 3 popular career interests are: Health Sciences, Business and STEM.
 - Creating possible “challenges” in the career areas helps the college meet the QEP goal of “relevancy.”
 - All students may find the challenges motivating.
 - Scott and the faculty will come up with an incentive system to provide for this program. One incentive may be that successful completion of the “challenge” would be submitted as documented evidence for an application to the Honors Program (which has many benefits including a scholarship). Also, some challenges may include completion of certain certifications that help build the students resume.
6. The committee reviewed the fall 2014 Success Strategy Survey data.
- In most cases, the fall 2014 data is similar to or slightly more positive than the fall 2013 data.
 - The committee discussed the Table 7 items. The current method of reporting does not provide the nuances of the item responses. Joe will create a scatter cube to provide a more complete display of the item responses.

Table 1

Percentage of Respondents Reporting Utilization of Cognitive and Goal Attainment Strategies

Support Service	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Academic Success Centers	92.5%	94.6%	82.0%	85.0%	86.76%	96.30%	80%
Career Services	47.5%	55.4%	54.0%	32.8%	48.53%	70.37%	41%
Peer Mentoring	40.0%	60.7%	58.0%	47.2%	*	*	
Peer Tutoring	27.5%	37.5%	34.0%	22.2%	33.82%	48.15%	31%
FYE Staff or Academic Coaching	40.0%	75.0%	62.0%	49.4%	*	*	
Advising Staff	55.0%	69.6%	76.0%	63.9%	79.41%	81.48%	71%
Financial Aid Staff	50.0%	60.7%	72.0%	48.3%	69.12%	77.78%	53%
Library Staff	60.0%	67.9%	66.0%	48.3%	58.82%	81.48%	55%
New Student Programs	*	*	*	*	72.06%	88.89%	53%

*Item did not appear on survey. The "New Student Programs" category was added in spring 2014 and replaced two categories that were formerly measured separately, "Peer Mentoring" and "FYE Staff or Academic Coaching."

Table 2

Percentage of Respondents Reporting Participation in Campus Engagement Activities

Activity Type	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
FYE Activities	38.2%	78.9%	68.8%	74.1%	80.30%	92.59%	78%
Student Life Activities	67.6%	61.4%	64.6%	74.1%	69.18%	55.56%	65%
Academic Success and FYE Workshops	44.1%	63.2%	89.6%	69.3%	89.39%	85.19%	84%
Clubs	26.5%	29.8%	10.4%	16.9%	15.15%	14.81%	21%
Service Saturday	35.3%	26.3%	0.0%	15.7%	27.27%	18.52%	19%
Intramural sports	5.9%	7.0%	4.2%	4.2%	4.55%	11.11%	10%
Career Events	58.8%	29.8%	6.3%	21.1%	30.30%	25.93%	22%
Lighthouse Commons Activities or Events	11.8%	21.1%	20.8%	9.6%	12.12%	25.93%	24%

Table 3

Percentage of Respondents Reporting Improvement in Goal Attainment Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Time Management	87.5%	85.2%	84.1%	77.1%	80.3%	80.77%	77.11%
Goal Setting	87.5%	87.0%	84.1%	77.6%	83.1%	80.77%	79.70%
Organizational Skills	82.1%	85.2%	81.8%	75.1%	81.8%	76.92%	76.44%
Persistence	82.5%	83.3%	84.1%	73.5%	81.5%	80.77%	76.67%
Avoiding activities and behaviors that may make me unsuccessful	82.5%	70.4%	72.7%	70.6%	81.5%	76.92%	71.82%

Table 4

Percentage of Respondents Reporting Improvement in Communication Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Communication and Listening Skills	76.9%	83.3%	86.4%	77.7%	83.6%	84.61%	78.12%
Considering opinions different from my own	87.2%	81.5%	86.4%	82.1%	84.8%	80.77%	76.44%
Relating to people that are different from me	*	*	86.4%	73.7%	84.8%	84.62%	77.64%
Working in a small group to complete a task or assignment	*	*	97.4%	72.5%	82.1%	88.46%	77.64%
Forming a social network with other students	*	*	97.4%	64.7%	79.1%	73.08%	70.48%

*Item did not appear on survey.

Table 5

Percentage of Respondents Reporting Application of Communication, Goal Attainment, and Cognitive Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Note-taking	74.4%	80.8%	81.8%	75.2%	85.0%	75.00%	68%
Critical Thinking	84.6%	86.5%	86.4%	81.2%	86.7%	83.33%	79%
Study Skills	71.8%	76.9%	88.6%	81.2%	86.7%	91.67%	71%
Creating a schedule	69.2%	78.8%	90.9%	72.5%	76.7%	83.33%	68%
Creating a budget	56.4%	59.6%	70.5%	51.7%	61.7%	70.83%	44%
Test-taking strategies	79.5%	86.5%	72.7%	73.2%	78.3%	87.50%	54%
Forming study groups	43.6%	46.2%	68.2%	42.3%	50.0%	62.50%	39%

Table 6

Percentage of Students Reporting Application of Communication and Goal Attainment Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Choosing a major	69.2%	56.9%	83.7%	63.3%	66.1%	76.00%	58%
Choosing a career goal	59.0%	68.6%	88.4%	64.6%	57.8%	84.00%	59%
Forming relationships	66.7%	72.5%	76.7%	57.1%	69.4%	64.00%	57%
Changing study habits	79.5%	80.4%	81.4%	72.1%	74.2%	88.00%	63%
Communicating with others	71.8%	80.4%	83.7%	68.7%	83.9%	80.00%	70%
Researching professors for future classes	56.4%	64.7%	67.4%	61.2%	62.9%	68.00%	54%
Appreciating diversity	61.5%	78.4%	81.4%	65.3%	79.0%	72.00%	53%

Table 7

Percentage of Respondents Reporting Substantial Improvement in Goal Attainment, Communication, and Cognitive Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Arriving to class on time	5.0%	7.3%	6.3%	6.3%	11.8%	7.69%	6.78%
Attending class	10.0%	7.3%	4.2%	6.9%	8.8%	11.54%	6.23%
Reviewing the course schedule	10.3%	20.4%	18.8%	12.6%	21.7%	19.23%	14.79%
Using the calendar or lists	17.5%	25.9%	25.0%	20.1%	13.2%	26.92%	17.01%
Working on large projects incrementally	22.5%	27.3%	20.8%	18.3%	29.0%	24.00%	16.27%
Using small group communication skills	35.0%	33.3%	25.0%	21.3%	34.9%	38.46%	23.37%
Participating and asking questions when appropriate	22.5%	33.3%	26.7%	20.6%	35.8%	15.38%	20.41%
Forming a relationship with other students	20.0%	24.1%	22.2%	18.3%	29.9%	19.23%	19.17%
Meeting with the professor outside of class for help	10.3%	27.8%	20.0%	21.9%	36.4%	23.08%	21.07%
Thinking critically about texts and lectures	35.9%	38.9%	20.0%	19.0%	40.3%	30.77%	23.30%

7. The SLS faculty are current reviewing the Conley Readiness Indicator (CRI) as a possible alternative to the SmarterMeasure assessment. Also, due to the budget limitations, we may need to either replace the CCTDI, or use a sampling method to reduce the cost. The committee was asked to review the LASSI for Online learning. Jeff, Scott, Joe, and Meg volunteered to review the assessment. Eileen will send access codes.

8. Joe and Scott reported that the second "Did you know?" communication was e-mailed to faculty.

Minutes submitted by Eileen DeLuca