Wednesday, March 20, 2013
2:00-3:00 p.m.
S-262D

Eileen DeLuca-co-chair	*Present*	Scott Van Selow	*Absent*
Kevin Coughlin-co-chair	*Present*	Amy Trogan	*Present*
Crystal Revak	*Present*	Susan Marcy	*Absent*
Monica Moore	*Present*	Abby Willcox	*Present*

QEP Assessment:

1. Term-to-term retention: Kevin Coughlin reported on two retention studies. He conducted a Chi Square analysis for students who tested in two or more developmental studies courses and enrolled in 2011-2012 as compared to the students with the same criteria who enrolled in 2012-2013. From fall 2011 to spring 2012, 73.39% of the students were retained. From fall 2012 to spring 2013, 74.02% of the students were retained (a positive increase of .63%, falling 4.37% short of the stated goal of a 5% increase). An additional Chi Square Analysis was conducted with students who tested in two or more developmental studies courses enrolled in fall 2012, and enrolled in SLS 1515 compared to students who tested in two or more developmental studies courses, enrolled in fall 2012, but did not enroll in SLS 1515. Those students who enrolled in the SLS 1515 were retained from fall to spring at a rate of 77.22%. Those that did not enroll in SLS 1515 were retained from fall to spring at a rate of 65.06%. There was a statistically significantly higher rate of retention for those students who enrolled in SLS 1515.

See Results from Kevin below:

Table 1 Term to Term Retention by Base Fall Term			Not Retained Following Term	Retained Following Term	Totals
Fall 2011	Frequency		194	535	729
	Percent Overall		14.22	39.22	53.45
	Row Percent		26.61	73.39	
	Column Percent		54.04	53.23	

Fall 2012	Frequency	165	470	635
	Percent Overall	12.10	34.46	46.55
	Row Percent	25.98	74.02	
	Column Percent	45.96	46.77	
Total	Frequency	359	1005	1364
	Percent	26.32	73.68	100.00

$X^2 (1, N = 1364) = 0.069, p < 0.793$

Table 2				
Fall 2012 Term to Term Retention by Participation in SLS 1515				
		Not Retained Following Term	Retained Following Term	Totals
Not in	Frequency	57	104	161
SLS 1515	Percent Overall	8.98	16.38	25.35
	Row Percent	35.40	65.60	
	Column Percent	34.55	22.13	
Enrolled in	Frequency	108	366	474
SLS 1515	Percent Overall	17.01	57.64	74.65
	Row Percent	22.78	77.22	

	Column Percent	65.45	77.87	
Total	Frequency	165	470	635
	Percent	25.98	74.02	100.00

$X^2 (1, N = 635) = 9.95, p < 0.002$

2. Peer Architect Efficacy: RTA (Susan Hibbard, Abby Wilcox) conducted a study upon the request of Eileen and Whitney to determine if students in SLS 1515 who had consulted with a Peer Architect had significantly higher grades in the SLS 1515 course and significantly higher overall GPAs. The results showed that the course grades for the students who consulted with a Peer Architect were significantly higher than those who did not. The overall mean GPA were also higher, but not statistically significantly higher. See RTA results below:

Results

The results from the ANOVA indicated course grades were significantly different among students who consulted with Peer Architects versus those who did not ($F = 4.26; p = .04$).

Table 1
Descriptive Statistics for Course Grades

Campus	N	Mean (%)	SD	Min	Max
Peer Architect	108	3.07	1.28	0	4
No Peer Architect	467	2.76	1.46	0	4

Note: Grades were converted to numbers using the 4 point grading scale. A = 4, B = 3, C = 2, D = 1, F = 0.

Table 2

Analysis of Variance Summary for Course Grades (N = 575)

	df	Sum of Squares	Mean Square	F	p
Model	1	8.64	8.64	4.26	.04

	df	Sum of Squares	Mean Square	F	*p*
Error	573	1162.55	2.03		
Corrected Total	574	1171.19			

Note: $R^2 = 0.007$

No significant differences in GPA were found among students who consulted with Peer Architects versus those who did not ($F = 0.31$; $p = .58$).

Table 3
Descriptive Statistics for GPA

Campus	N	Mean (%)	SD	Min	Max
Peer Architect	112	2.39	1.13	0	4
No Peer Architect	480	2.33	1.18	0	4

Note: Grades were converted to numbers using the 4 point grading scale. A = 4, B = 3, C = 2, D = 1, F = 0.

Table 4
Analysis of Variance Summary for GPA (N = 575)

	df	Sum of Squares	Mean Square	F	*p*
Model	1	0.42	0.42	0.31	0.58
Error	590	813.53	1.38		
Corrected Total	591	813.95			

Note: $R^2 = 0.0005$

Eileen reported that these data were disseminated to the Peer Architects and the Faculty to encourage additional Peer Architect consultations. Eileen will continue to provide training in academic scaffolding to the Peer Architects. Kevin suggested that RTA focus on course success rates/persistence (% completing with a "C" or better), rather than course GPA.

3. Update on SENSE: Crystal reported that the SENSE data became available on March 1. She will send the data file with summaries by benchmark to Eileen. Eileen requested that a report be created showing overall student responses and SLS 1515 student responses to the items identified in the QEP assessment plan. These will be compared to the results of the previous administration. Eileen asked whether or not RTA could identify the subset of respondents who were enrolled in SLS 1515. Crystal and Abby shared that this would depend on student self-identification of their student ID. They will review the data to see the number of students that could be identified. She also requested that RTA identify students who were enrolled in SLS 1515 who completed both the SENSE and CCSSE. Daniel Friedman, Director of University 101 programs at the University of South Carolina suggested that colleges could send certain student identification information of subpopulations (e.g. students enrolled in SLS 1515) to SENSE/CCSSE and they could mine the larger data set to provide reports on the sub-population. RTA may want to consult with SENSE/CCSSE counterparts.

4. Update on CCSSE: Eileen sent a message out through the Postmaster to encourage faculty to familiarize themselves with the CCSSE benchmarks. Crystal reported that the administrations are on track. She has had success with telling the students the survey should take 30-35 minutes to complete.

5. Use of Results-SmarterMeasure: Eileen reported that she has reviewed the "Technology Knowledge" and "Technology Competency" domains from the SmarterMeasure assessment with the SLS 1515 faculty at the Community of Practice session. The faculty engaged in a discussion of how to further support the development of Technology Competency through the curriculum and course activities. All campuses/centers have added technology workshops to the FYE and Academic Success workshop schedules.

6. Success Strategies Survey: Eileen discussed the administration of the spring SLS 1515 Success Strategies survey. The group discussed whether RTA or Eileen would administer the survey. It was decided that Eileen would administer the survey via surveymonkey.

7. Focus Groups: Eileen asked for volunteers to lead the focus groups. She will set up a schedule similar to the fall focus groups. The group agreed that the question protocol did not need to be revised.

8. Disseminating Data: Eileen shared some ideas from the FYE conference regarding disseminating assessment information to faculty, staff and administrators college-wide. Current methods of disseminations:
   a. Each semester's report is posted in the QEP Folder on the Document Manager. Eileen has shared with the Deans at Deans council.
   b. Four advisory meetings are held each year.
   c. A QEP Update was held during professional development days

   Eileen discussed creating a reader-friendly "newsletter" with highlights of the data from the first year of implementation. The group will discuss these and other ideas at the next meeting.

Minutes submitted by Eileen DeLuca