

QEP Assessment Subcommittee  
 October 20, 2015  
 10:00-11:00 a.m.  
 U-202B

Eileen DeLuca-Co-Chair	<b><i>Present</i></b>	Scott Van Selow-Co-Chair	<b><i>Present</i></b>
Allison Studer	<b><i>Present</i></b>	Susan Marcy	<b><i>Absent</i></b>
Joseph van Gaalen	<b><i>Present</i></b>	Abby Willcox	<b><i>Present</i></b>
Jeff Gibbs	<b><i>Present</i></b>	Megan Just	<b><i>Present</i></b>
Sabine Maetzke	<b><i>Absent</i></b>		

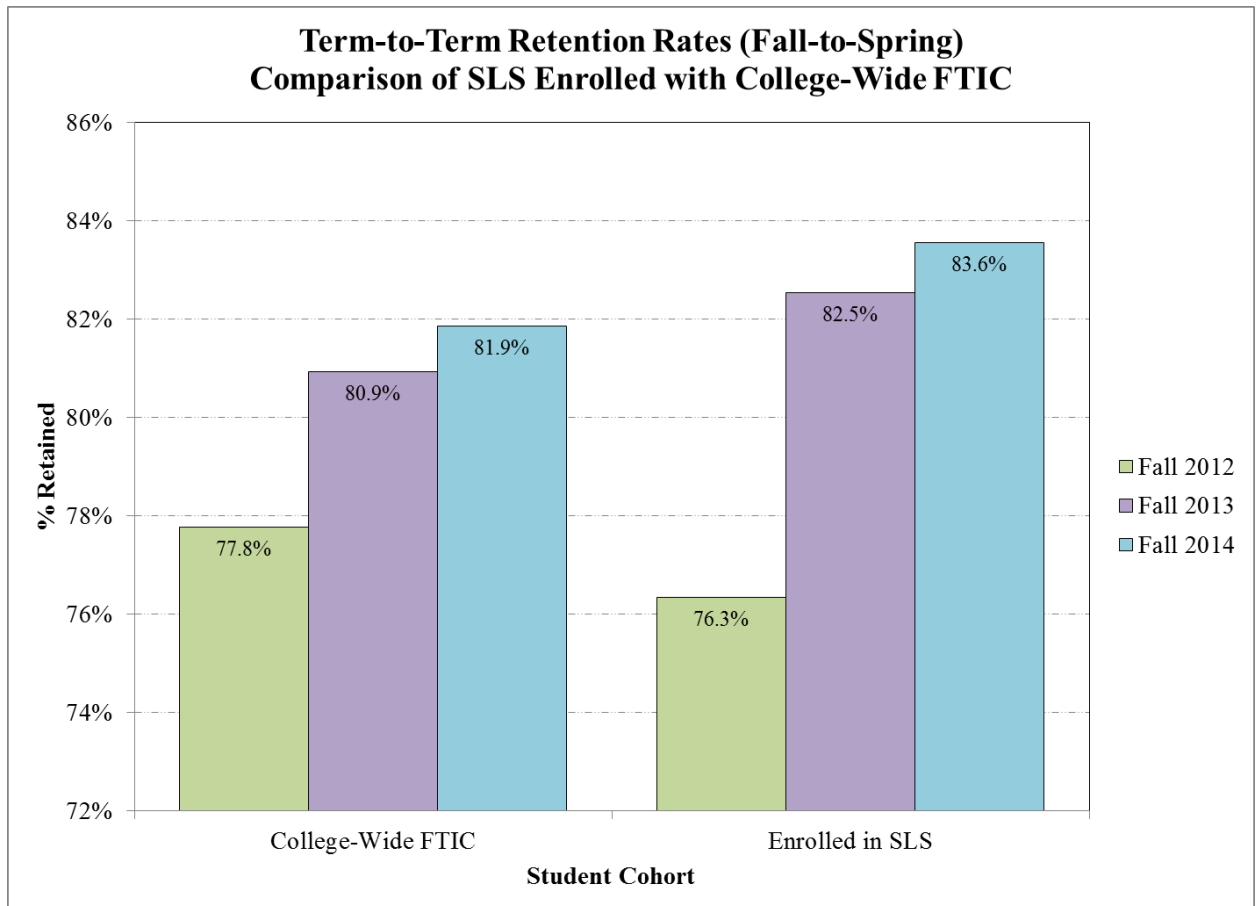
1. Eileen shared that Dr. Amy Trogan’s schedule would no longer permit participation in the QEP Assessment committee. Dr. Trogan sent her regrets about not being able to serve for AY 2015-2016. Eileen also shared that a faculty member, Anjali Misra has asked to join the committee and will attend the next meeting.
  
2. The committee members reviewed the Spring 2015 focus group data. Observations:
  - Responses confirmed observations from previous semesters.
  - The students appear to universally like the GPS assignment.
  - The students spoke positively about self-assessments to include “True Colors.” They generally report learning about themselves through participation in the course.
  - “Time Management” was the most mentioned learning outcome. Meg noted that this aligns with “Life Span Perspective” theory in regards to emerging adulthood in westernized societies.
  - Students also mentioned “Critical Thinking” as a learning outcome.
  - Many students shared that they value class discussions and getting to know each other. They contrast this with other “lecture” style courses.
  
3. In order to try to gain more perspective on the course, the committee agreed to try to reach different populations. Potential measures:
  - Random sampling classes and conducting a focus group with an entire class during class time to get a broader range of perspectives.
  - Interviewing students that may have petitioned to waive the requirement.
  - Interviewing students that may have been reported to Early Alert.
  
4. Joe provided an update on the “Did you Know?” newsletter. The most recent newsletter was sent out on October 6. This newsletter received the highest amount of positive feedback to date. The committee discussed continuing to send one in the fall and one in the spring semester. Joe and a faculty member will hold one related TLC workshop per academic year. Check out “Did you Know?” tips on <http://www.fsw.edu/fye/qep/assessment>
  
5. Allison provided an update on the SENSE Survey administration. Fall 2015 administration is complete. Administration went well. The only obstacle was people not checking their emails for reminders.

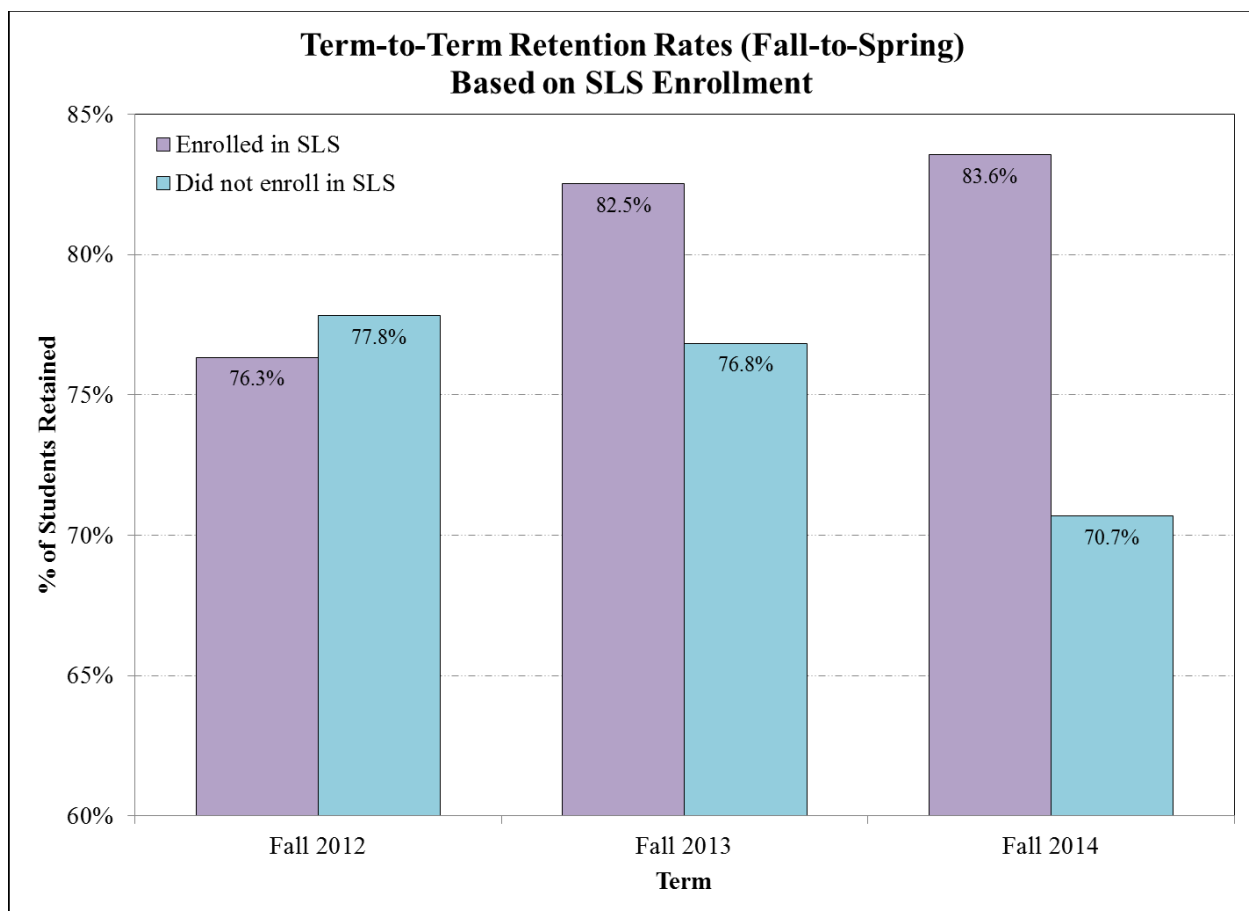
6. The committee reviewed SLS 1515 Course Success Rate data. Success rates improved in Charlotte and Summer 2015 had the highest overall success rates since implementation.

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

Campus	Semester								
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Charlotte	74%	83%	77%	80%	76%	78%	85%	79%	84%
Collier	84%	69%	93%	78%	76%	87%	84%	78%	84%
Hendry Glades	87%	53%	84%	77%	75%	100%	90%	77%	~
Lee	75%	70%	87%	75%	70%	86%	81%	70%	90%
College Total	77%	70%	87%	76%	73%	86%	82%	73%	88%

7. The committee reviewed term-to-term retention data. Joe presented a study comparing overall term-to-term and year-to-year retention to retention of those enrolled in SLS. It was noted that in Fall 2012 the students required to complete SLS tested into two or more developmental areas. The data from year-to-year studies for the Fall 2014 cohort will be available during the first week of November.





	Retention Rates		Graduation Rates		
	term-to-term	yr-to-yr	2yr Graduation Rate	150% Graduation Rate	Total Graduation Rate to-date
<b>Fall 2010</b>	82.5%	56.1%	1.6%	9.6%	19.7%
<b>Fall 2011</b>	78.0%	52.0%	1.7%	8.8%	13.9%
<b>Fall 2012</b>	77.8%	52.8%	1.9%	8.8%	
<i>SLS (Passing Grade)</i>	<i>87.7%</i>	<i>61.4%</i>	<i>0.0%</i>	<i>6.3%</i>	
<i>SLS (non-passing)</i>	<i>41.0%</i>	<i>17.2%</i>	<i>0.0%</i>	<i>0.0%</i>	
<i>SLS</i>	<i>76.3%</i>	<i>50.7%</i>			
<i>non-SLS</i>	<i>77.8%</i>	<i>53.5%</i>	<i>2.7%</i>	<i>10.5%</i>	
<b>Fall 2013</b>	80.9%	54.2%	1.4%		
<i>SLS (Passing Grade)</i>	<i>93.4%</i>	<i>64.8%</i>	<i>0.9%</i>		
<i>SLS (non-passing)</i>	<i>48.6%</i>	<i>18.5%</i>	<i>0.0%</i>		
<i>SLS</i>	<i>82.5%</i>	<i>53.6%</i>			
<i>non-SLS</i>	<i>76.8%</i>	<i>53.5%</i>	<i>2.6%</i>		
<b>Fall 2014</b>	81.9%				
<i>SLS (Passing Grade)</i>	<i>91.4%</i>				

	<i>SLS (non-passing)</i>	47.5%				
	<i>SLS</i>	83.6%				
	<i>non-SLS</i>	70.7%				
<b>Fall 2015</b>						
	<i>SLS (Passing Grade)</i>					
	<i>SLS (non-passing)</i>					
	<i>SLS</i>					
	<i>non-SLS</i>					

8. The committee discussed the completion of the annual report. After the mini-b term drop/add week, Abby's office will send Joe the data file so that year-to-year retention studies can be conducted. That will be the final study needed to complete the annual report. Once a draft is complete, Eileen will ask the committee members to review and provide feedback before the report is finalized.
  
9. Scott suggested that due to the confusion it may cause, journal #'s should be removed and re-labeled by journal title. This will help faculty recognize that the order that they are assigned can be flexible. For assessment purposes, three of the journals will be identified for summative assessment purposes. The Assessment Subcommittee is in support of the idea. Changes would need to be made in the syllabus and course template. Scott will discuss this proposal with the faculty at the next department meeting.

Minutes submitted by Eileen DeLuca