

QEP Assessment Subcommittee
 December 8, 2015
 9:00-10:00 a.m.
 U-202B

Eileen DeLuca-Co-Chair	Present	Scott Van Selow-Co-Chair	Present
Allison Studer	Present	Susan Marcy	Present
Joseph van Gaalen	Present	Abby Willcox	Absent
Jeff Gibbs	Present	Megan Just	Present
Sabine Maetzke	Present	Anjali Misra	Present

1. Dr. van Gaalen provided an update regarding the continued professional development offerings based on CCSSE/CCFSSE results. Dr. James Stewart from the School of Business and Technology has agreed to co-host a workshop related to the survey items below. The workshop would provide tips and strategies for helping students connect course knowledge to a future career and understand the relevance of course content.

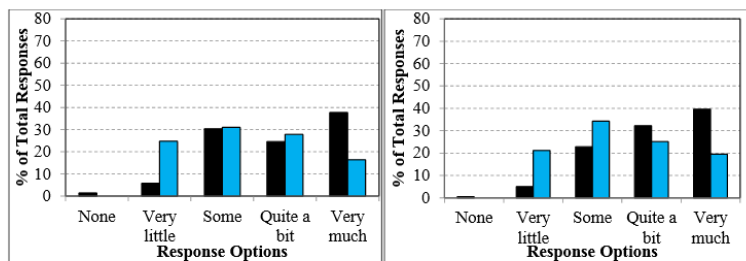
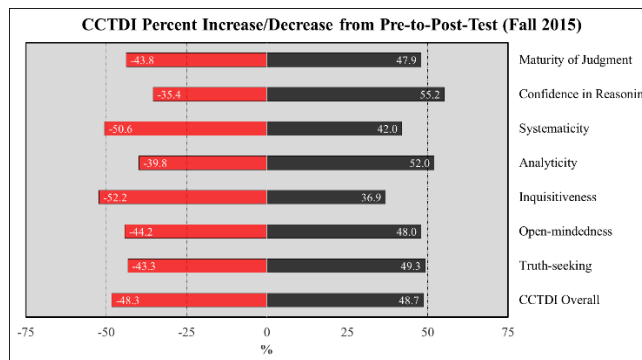


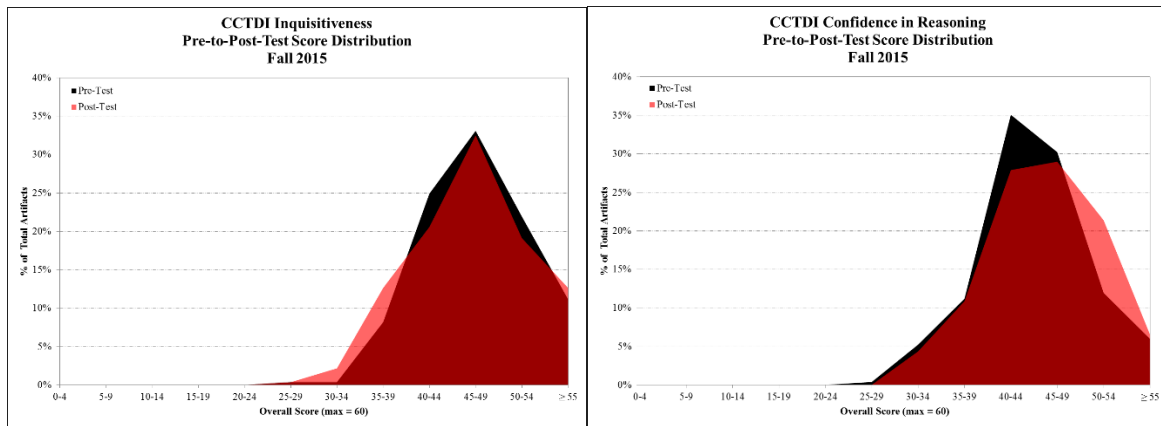
Figure 12. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? (left – 2014 survey, right – 2015 survey)

The workshop will be held in the spring semester. Date TBD.

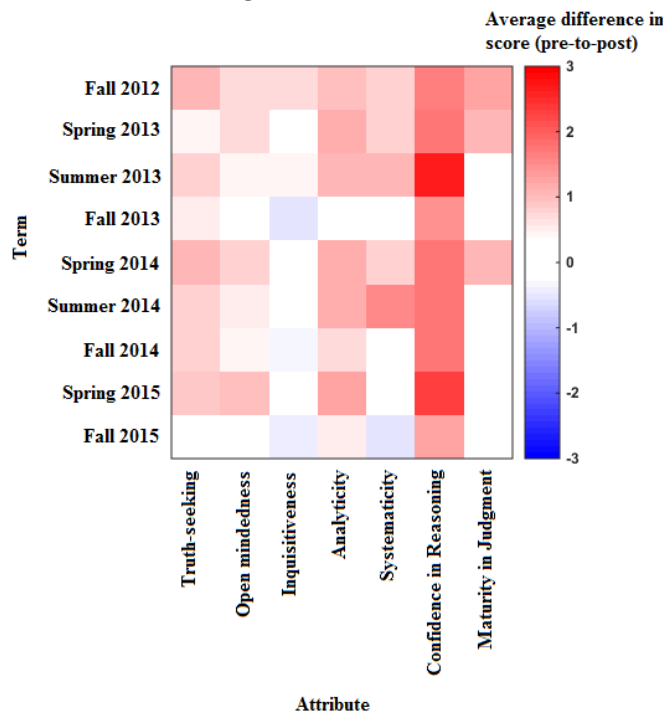
2. The committee reviewed the CCTDI Results. It was noted that the domains of “Truth-seeking,” “Analyticity,” “Confidence in Reasoning,” and “Open-mindedness” are domains where the students showed the most gains.



Joe described the difference in gains from areas where students begin with higher pre-test scores as compared to areas where students begin with lower pre-test scores. “Inquisitiveness” and “Confidence in Reasoning” were used as examples.



Across semesters, the “Confidence in Reasoning” showed the highest amount of positive gains. This area may be the next area for faculty to share ideas, and lead professional development. This would be similar to last year’s focus the “Truth-seeking” domain.



3. Joe and Allison shared updates from the fall 2015 focus groups that had been conducted so far. For this semester, entire classes (rather than student volunteers) served as focus group members. One of the courses included in the sample was the SLS 1515 course linked to a MAT 1033 course section. Students continue to mention time management and critical thinking as key course takeaways. Below is a sample of the questions and comments.

Tell us about your experience in SLS 1515 (Cornerstone Experience) course.

- One student said the class opened their minds and helped get them into school life
- Helped them become engaged and more active on campus

- GPS was difficult trying to make all 10 events with a busy schedule
- Class shouldn't be mandatory
- More helpful than I first imagined (gave application of tools rather than just tools)
- Some expressed being worried about the thought of having 2 classes connected, but then quickly learned it was a positive aspect
- Students felt having linked classes let them get to know each other much better and develop a bond by having the same people in 2 of their classes
- Felt you could ask a question regarding either class at any time, more comfortable being able to ask their neighbors a question since they were more familiar with their classmates
- Heard repeatedly how it was beneficial having the same teacher for the linked class; more comfortable, they knew what to expect, felt it was very important having an energetic teacher who kept the subject interesting.

Which aspects of the SLS 1515 (Cornerstone Experience) course are you most satisfied with?

- Discussions about topics from text and with real world examples
- Overall benefit in career decision making and personality tests
- Time management (Google calendar, web apps)
- All the online (how to find schedule, access classes, portal info)
- Group Projects- they liked how they could team up with other classmates and challenge each other
- Games- Helped them to learn how to fit in, they were able to find out more about each other
- Self-reflecting, personality exploration, time management, budget and money managing
- Flexibility- They liked how they could choose what they get to do
- Felt SLS prepared them for other classes- helped to think about how they would need to schedule themselves for their upcoming college years

Which course assignments were most useful to you? Why?

- GPS- Had activities all over campus, wouldn't had gotten involved otherwise, helped to learn the location of buildings
- GPS good but needs to be shortened
- Journals- helped strengthen grammar that helped me outside of class
- CT journals – applied to yourself and it was personal so it makes you think and helps writing
- Really liked the Combined Time Management Sheet- enjoyed the sand and rocks experiment
- GPS- met a lot of new people
- The students felt the assignments really helped individuals who were in their first year of college

Have you applied strategies or skills that you learned in SLS 1515 in other classes? How?

- SLS helped with Comp class- helped to write better and stay on topic
- Time management- helped with prioritizing which assignments and work was more important, space homework better, and don't wait until the last minute
- Time management
- Finding centers like the writing center and research lab (I used it for other classes)
- Note taking and goal setting
- Critical thinking
- Communication (helped in speech class)
- Time management- helped with homework and then how to manage everything else
- Felt they improved grammar and writing skills

Which assignments were least useful or least challenging to you? Why?

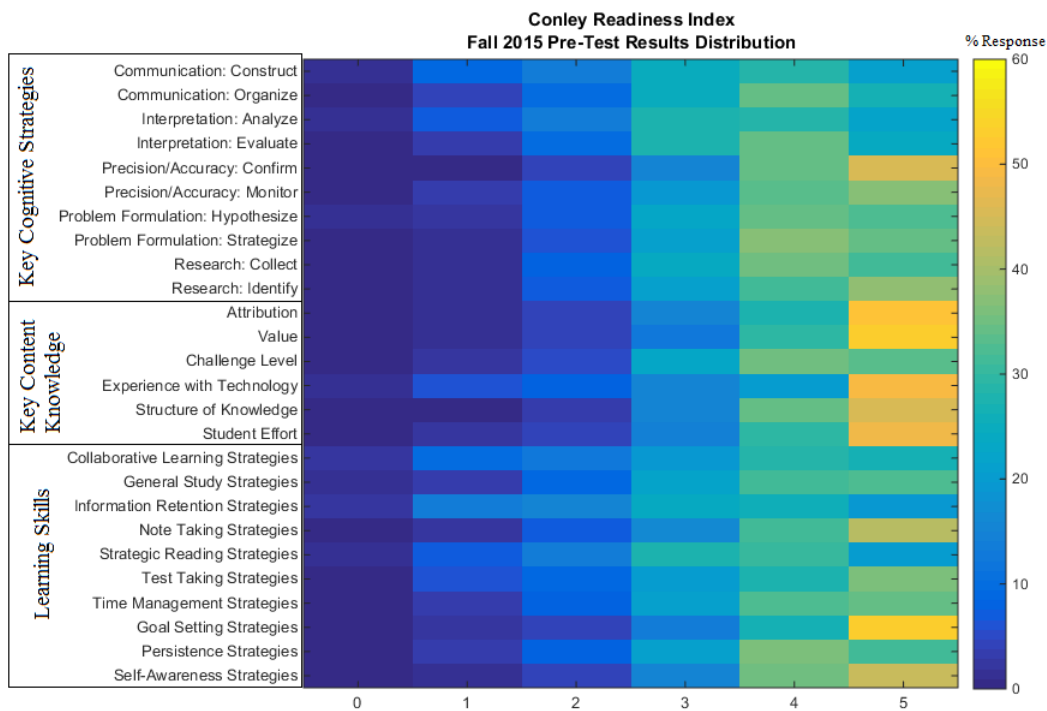
- Final Paper- felt like it was just all the Journal writings combined
- Group Project- guidelines were unclear, students felt like they didn't understand what was being required for the project or they didn't make sense
- Lesson questions from book (10 each week) were worded weird and were a lot of work for little grade percentage
- Group project → too much reliance on group individuals and the assignment wasn't clear what you needed for a topic

- Journals- majority of the class felt they were easy or not challenging, and they didn't try. Felt they seemed just common sense

Did this course help you meet college-level expectations? If so, explain or give examples of how.

- Helped with time management and prioritizing
- the class helped him get back into the school frame of mind after being away for 5 years
- Useful to transition to different experiences
- For career decisions other than that it was just a refresher course with no benefit
- The writing center was helpful
- GPS helped having to go out and utilize resources
- felt it wasn't a change because they were over prepared due to the collegiate high school experience
- Felt it developed relationships that will last

4. The committee reviewed the CRI pre-test data from the fall 2015 pilot. The pre-test scores demonstrate that students report the highest preparedness in "Key Content Knowledge." Of the "Key Cognitive Strategies," students report the highest preparedness in the "Precision/Accuracy" domain. Once the post-test results are in, we will be able to determine which areas the students show the most gains in upon completion of the course. It will also help inform the QEP Assessment Committee and faculty about the appropriateness of the assessment.



5. The committee discussed the CRI Implementation and ways to better administer the exam and utilize the results.

- Scott noted that there was generally low effort due to no assignment or grade connected to the exam other than the one journal related to the pre-test. Eileen noted that students do get a score for completing the pre- and post-test in her course. Scott suggested having a follow-up journal after the post-test where students reflected on their areas of growth. Another idea would be to somehow reward students for growth. The exam needs to also

be viewed as relevant and important in the course. Faculty will need to get more familiar with the domains and start to use related language in the course. The FYE Office may want to begin offering more workshops related to the domains. There is also a diagnostic assessment available in MSSL that can provide students a learning path and related online modules to complete. Scott and Eileen will share these ideas with faculty and the next faculty meeting.

Minutes submitted by Eileen DeLuca