

QEP Assessment Subcommittee
 January 20, 2016
 1:00-2:00 p.m.
 U-202B

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

1. The committee reviewed the SLS Success Strategy Survey data from fall 2015.

Support Service	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Academic Success Centers	93%	95%	82%	85%	87%	96%	80%	87%	84%	82%
Career Services	48%	55%	54%	33%	49%	70%	41%	34%	41%	31%
Peer Mentoring	40%	61%	58%	47%	*	*	*	*	*	*
Peer Tutoring	28%	38%	34%	22%	34%	48%	31%	28%	37%	30%
FYE Staff or Academic Coaching	40%	75%	62%	49%	*	*	*	*	*	*
Advising Staff	55%	70%	76%	64%	79%	81%	71%	78%	74%	76%
Financial Aid Staff	50%	61%	72%	48%	69%	78%	53%	60%	62%	51%
Library Staff	60%	68%	66%	48%	59%	81%	55%	62%	73%	54%
New Student Programs	*	*	*	*	72%	89%	53%	55%	73%	65%

*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."

Most areas are similar to the previous fall. The committee discussed recent changes in Career Services that may be related to the decline in reported usage. On Lee Campus, Career Source Florida has been contracted to provide support for resume and cover letter development. The service is available only certain days/times and has not been widely publicized. Committee members also noted that the service is located behind a locked door and is not as accessible as the previous locations. Eileen has asked Andrae Jones to create flyers to share with SLS students and faculty to increase participation.

Activity Type	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
FYE Activities	38%	79%	69%	74%	80%	93%	78%	74%	65%	77%
Student Life Activities	68%	61%	65%	74%	69%	56%	65%	69%	56%	72%
Academic Success and FYE Workshops	44%	63%	90%	69%	89%	85%	84%	82%	93%	87%
Clubs	27%	30%	10%	17%	15%	15%	21%	14%	12%	25%
Service Saturday	35%	26%	0%	16%	27%	19%	19%	18%	17%	25%
Intramural sports	6%	7%	4%	4%	5%	11%	10%	3%	6%	6%
Career Events	59%	30%	6%	21%	30%	26%	22%	19%	10%	19%
Lighthouse Commons Activities or Events	12%	21%	21%	10%	12%	26%	24%	13%	24%	15%

Most areas are similar to the previous fall. The committee noted that Student Services has had several vacant positions that were recently filled. Due to focus on the searches, there may have been less Lighthouse Commons activities available for students.

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Time Management	88%	85%	84%	77%	80%	81%	77%	76%	90%	74%
Goal Setting	88%	87%	84%	78%	83%	81%	79%	78%	91%	72%
Organizational Skills	82%	85%	82%	75%	82%	77%	76%	73%	90%	72%
Persistence	83%	83%	84%	74%	82%	81%	76%	73%	89%	72%
Avoiding activities and behaviors that may make me unsuccessful	83%	70%	73%	71%	82%	77%	71%	71%	89%	69%

Most areas are similar to the previous fall. There was a slight decrease in students reporting “goal setting.” This may be an area for faculty to work on in future Community of Practice sessions. Sabine noted that “Avoiding Activities and Behaviors that May Make Me Unsuccessful” is an important area, and the slight decrease should be noted. Some students find it challenging to balance studying and play. The Cornerstone course is an opportunity to help students find the right balance for academic success.

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Communication and Listening Skills	77%	83%	86%	78%	84%	85%	80%	81%	93%	74%
Considering opinions different from my own	87%	81%	86%	82%	85%	81%	76%	72%	88%	75%
Relating to people that are different from me	*	*	86%	74%	85%	85%	77%	79%	87%	75%
Working in a small group to complete a task or assignment	*	*	97%	72%	82%	88%	78%	80%	95%	74%
Forming a social network with other students	*	*	97%	65%	79%	73%	70%	72%	87%	67%

*Item did not appear on survey.

Most areas are similar to the previous fall with “Communication and Listening Skills” showing the largest decrease.

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Note-taking	74%	81%	82%	75%	85%	75%	68%	64%	68%	71%
Critical Thinking	85%	87%	86%	81%	87%	83%	79%	87%	89%	77%
Study Skills	72%	77%	89%	81%	87%	92%	71%	73%	76%	68%
Creating a schedule	69%	79%	91%	73%	77%	83%	68%	71%	83%	70%
Creating a budget	56%	60%	71%	52%	62%	71%	44%	50%	57%	57%
Test-taking strategies	80%	87%	73%	73%	78%	88%	54%	56%	54%	57%
Forming study groups	44%	46%	68%	42%	50%	63%	39%	40%	48%	37%

The committee noted that there was a substantial increase in students reporting application of “creating a budget.” Committee members noted that the improvement may be related to the Summer 2015 Cornerstone Institute that focused on Thinking Critically about Financial Literacy. Additionally, during fall 2015 through a partnership with Suncoast Federal Credit Union, students on all campuses had the opportunity to attend “Living Beyond the Weekend” Financial Literacy sessions. Over 800 students participated with the majority reporting learning gains.

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Choosing a major	69%	57%	84%	63%	66%	76%	58%	52%	61%	61%
Choosing a career goal	59%	69%	88%	65%	58%	84%	59%	57%	73%	57%
Forming relationships	67%	73%	77%	57%	69%	64%	57%	62%	68%	56%
Changing study habits	80%	80%	81%	72%	74%	88%	63%	64%	74%	67%
Communicating with others	72%	80%	84%	69%	84%	80%	70%	74%	79%	69%
Researching professors for future classes	56%	65%	67%	61%	63%	68%	54%	59%	60%	54%
Appreciating diversity	62%	78%	81%	65%	79%	72%	53%	60%	62%	60%

Most scores are similar to the previous fall with a substantial increase in “Appreciating Diversity.” The committee noted that the scores on “Appreciating Diversity” had gone down the previous fall and faculty were made aware and asked to think about ways to engender diversity appreciation through the curriculum.

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Arriving to class on time.	5%	7%	6%	6%	12%	8%	9%	11%	4%	6%
Attending class.	10%	7%	4%	7%	9%	12%	9%	9%	4%	6%
Reviewing the course schedule.	10%	20%	19%	13%	22%	19%	19%	21%	20%	20%
Using the calendar or lists.	18%	26%	25%	20%	13%	27%	22%	28%	21%	24%
Working on large projects incrementally	23%	27%	21%	18%	29%	24%	24%	32%	16%	29%
Using small group communication skills.	35%	33%	25%	21%	35%	38%	31%	39%	27%	34%
Participating and asking questions when appropriate.	23%	33%	27%	21%	36%	15%	27%	34%	26%	27%
Forming a relationship with other students.	20%	24%	22%	18%	30%	19%	29%	37%	26%	27%
Meeting with the professor outside of class for help.	10%	28%	20%	22%	36%	23%	34%	43%	18%	39%
Thinking critically about texts and lectures.	36%	39%	20%	19%	40%	31%	30%	32%	28%	32%

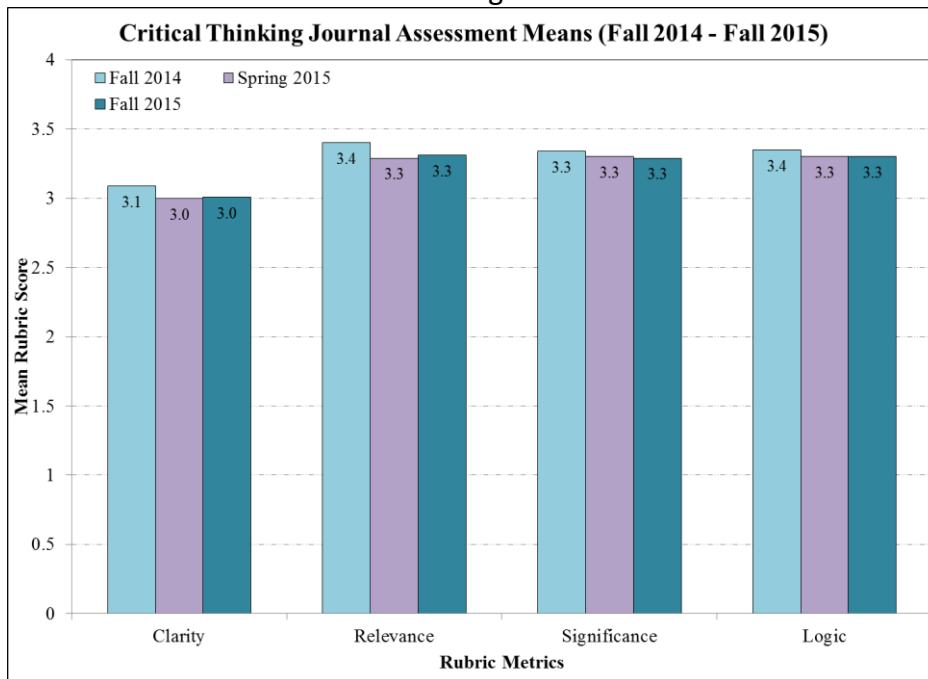
Most scores were similar to the previous fall. The committee noted that scores on “Meeting with a Professor Outside of Class” went up substantially.

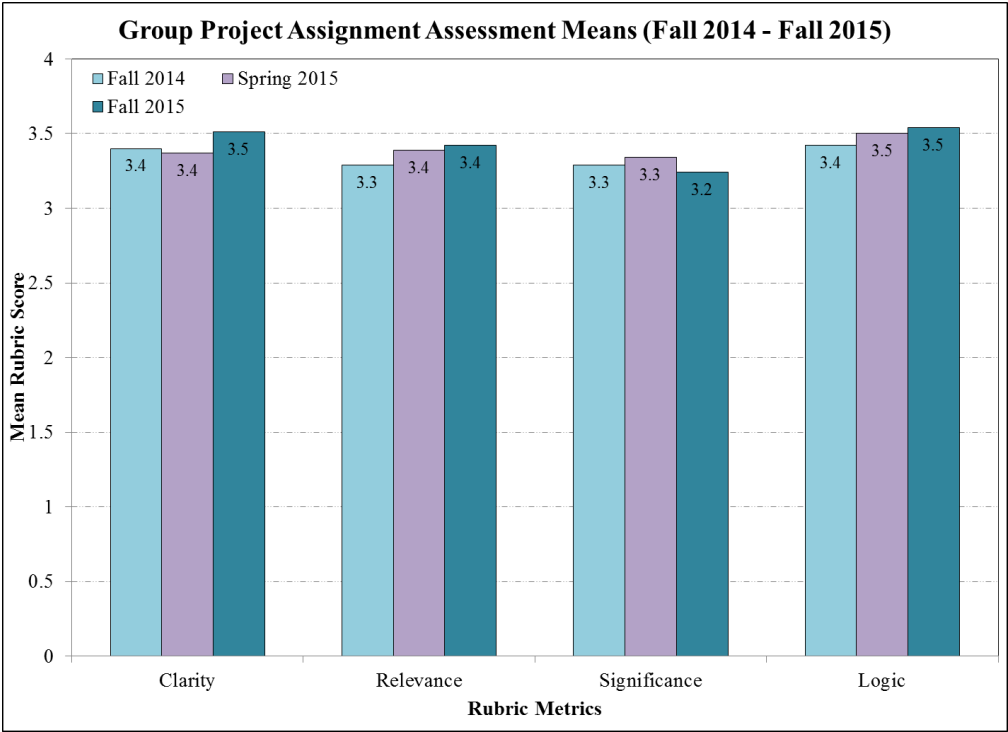
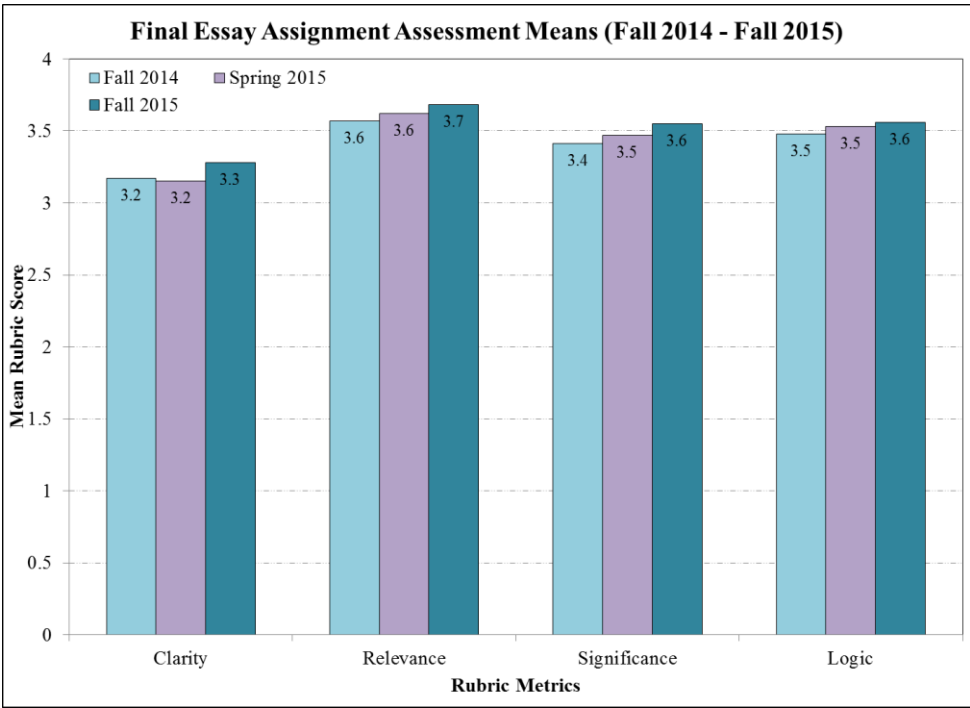
2. The committee reviewed the SLS Course Success rate data from fall 2015.

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

The committee noted that fall 2015 success rates are just 1% short of the QEP goal (85%).

- The committee reviewed the SLS assignment achievement data from fall 2015.





	Fall 2012 (n=399)	Spring 2013 (n=585)	Summer 2013 (n=463)	Fall 2013 (n=2823)	Spring 2014 (n=1179)	Summer 2014 (n=604)	Fall 2014 (n=2527)	Spring 2015 (n=1140)	Summer 2015 (n=412)	Fall 2015 (n=2280)
Clarity	2.73 (0.70)	2.82 (0.75)	2.91 (0.68)	3.04 (0.71)	3.04 (0.69)	2.99 (0.63)	3.09 (0.75)	3.00 (0.81)	3.01 (0.59)	3.01 (0.87)
Accuracy	2.94 (0.64)	3.04 (0.73)	3.16 (0.60)	3.20 (0.69)	3.33 (0.66)	3.48 (0.57)	*	*	*	*
Relevance	3.03 (0.63)	3.14 (0.72)	3.24 (0.71)	3.37 (0.69)	3.51 (0.65)	3.51 (0.58)	3.40 (0.68)	3.29 (0.77)	3.45 (0.61)	3.31 (0.88)
Significance	2.92 (0.69)	3.06 (0.74)	3.21 (0.71)	3.26 (0.68)	3.34 (0.65)	3.41 (0.56)	3.34 (0.71)	3.30 (0.76)	3.49 (0.60)	3.29 (0.87)
Logic	3.00 (0.66)	3.09 (0.72)	3.20 (0.64)	3.26 (0.68)	3.35 (0.64)	3.35 (0.54)	3.35 (0.69)	3.30 (0.76)	3.43 (0.59)	3.30 (0.86)

*A faculty team revised the rubric during the Summer of 2014 and the accuracy criterion was removed and the language was updated on some of the other criteria.

Note: Values are on a 4-point scale

Rubric Dimension	% of Students Scoring '3' or higher									
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Clarity	65%	67%	73%	79%	80%	83%	79%	73%	84%	78%
Accuracy	81%	81%	89%	86%	90%	98%	*	*	*	*
Relevance	85%	53%	86%	89%	92%	98%	89%	85%	93%	85%
Significance	76%	78%	85%	88%	91%	98%	88%	86%	95%	86%
Logic	83%	83%	88%	88%	92%	99%	88%	86%	94%	87%

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Note: Values are on a 4-point scale

	Fall 2012 (n=332)	Spring 2013 (n=211)	Summer 2013 (n=145)	Fall 2013 (n=820)	Spring 2014 (n=443)	Summer 2014 (n=204)	Fall 2014 (n=1900)	Spring 2015 (n=654)	Summer 2015 (n=302)	Fall 2015 (n=2316)
Clarity	2.77 (0.70)	3.12 (0.65)	2.97 (0.65)	3.13 (0.69)	3.07 (0.73)	3.00 (0.56)	3.17 (0.72)	3.15 (0.74)	3.06 (0.60)	3.28 (0.72)
Accuracy	2.98 (0.70)	3.12 (0.64)	3.10 (0.63)	3.28 (0.64)	3.50 (0.62)	3.49 (0.62)	*	*	*	*
Relevance	3.22 (0.68)	3.31 (0.64)	3.26 (0.67)	3.41 (0.70)	3.56 (0.63)	3.45 (0.67)	3.57 (0.62)	3.62 (0.59)	3.63 (0.55)	3.68 (0.59)
Significance	3.10 (0.74)	3.42 (0.66)	3.13 (0.70)	3.30 (0.70)	3.42 (0.65)	3.31 (0.61)	3.41 (0.68)	3.47 (0.69)	3.53 (0.60)	3.55 (0.65)
Logic	3.10 (0.75)	3.27 (0.66)	3.28 (0.60)	3.33 (0.66)	3.41 (0.66)	3.29 (0.64)	3.48 (0.61)	3.53 (0.62)	3.55 (0.54)	3.56 (0.60)

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Note: Values are on a 4-point scale

Rubric Dimension	% of Students Scoring '3' or higher									
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Clarity	68%	84%	77%	84%	79%	85%	84%	81%	85%	86%
Accuracy	80%	88%	86%	91%	96%	95%	*	*	*	*
Relevance	89%	91%	92%	89%	95%	92%	94%	95%	97%	95%
Significance	79%	92%	90%	87%	93%	93%	90%	90%	95%	93%
Logic	83%	88%	92%	90%	93%	92%	94%	94%	98%	95%

*A faculty team revised the rubric during the Summer of 2014 and the accuracy criterion was removed and the language was updated on some of the other criteria.

Note: Values are on a 4-point scale

	Fall 2012	Spring 2013 (n=187)	Summer 2013 (n=151)	Fall 2013 (n=864)	Spring 2014 (n=487)	Summer 2014 (n=195)	Fall 2014 (n=1862)	Spring 2015 (n=681)	Summer 2015 (n=308)	Fall 2015 (n=2089)
Accuracy	*	3.28 (0.63)	3.32 (0.70)	3.40 (0.63)	3.38 (0.61)	3.39 (0.57)	3.37 (0.64)	3.44 (0.63)	3.58 (0.55)	3.51 (0.66)
Relevance and Demonstration of Application	*	3.23 (0.67)	3.48 (0.70)	3.29 (0.70)	3.36 (0.63)	3.48 (0.55)	3.39 (0.68)	3.39 (0.63)	3.52 (0.57)	3.42 (0.71)
Creativity	*	3.21 (0.70)	3.40 (0.57)	3.26 (0.75)	3.33 (0.71)	3.35 (0.73)	3.34 (0.73)	3.33 (0.69)	3.40 (0.74)	3.24 (0.79)
Effective Group Communication	*	3.26 (0.76)	3.62 (0.67)	3.42 (0.79)	3.53 (0.76)	3.75 (0.58)	3.50 (0.77)	3.59 (0.74)	3.73 (0.60)	3.54 (0.80)

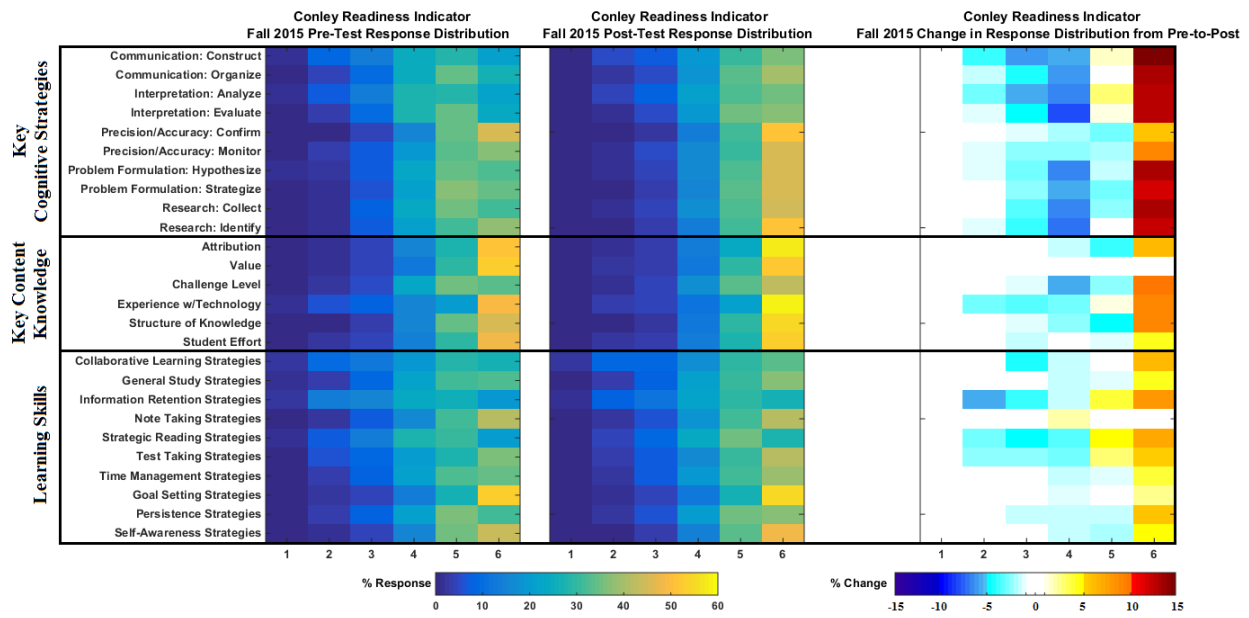
Note: Values are on a 4-point scale. *A revised rubric was implemented in Spring 2013, so scores are not comparable to Fall 2012.

Rubric Dimension	% of Students Scoring '3' or higher									
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Accuracy	*	90%	88%	94%	94%	96%	93%	94%	97%	92%
Relevance and Demonstration of Application	*	90%	89%	90%	94%	98%	91%	94%	96%	90%
Creativity	*	86%	97%	86%	89%	89%	87%	89%	96%	83%
Effective Group Communication	*	86%	95%	88%	90%	90%	90%	92%	96%	90%

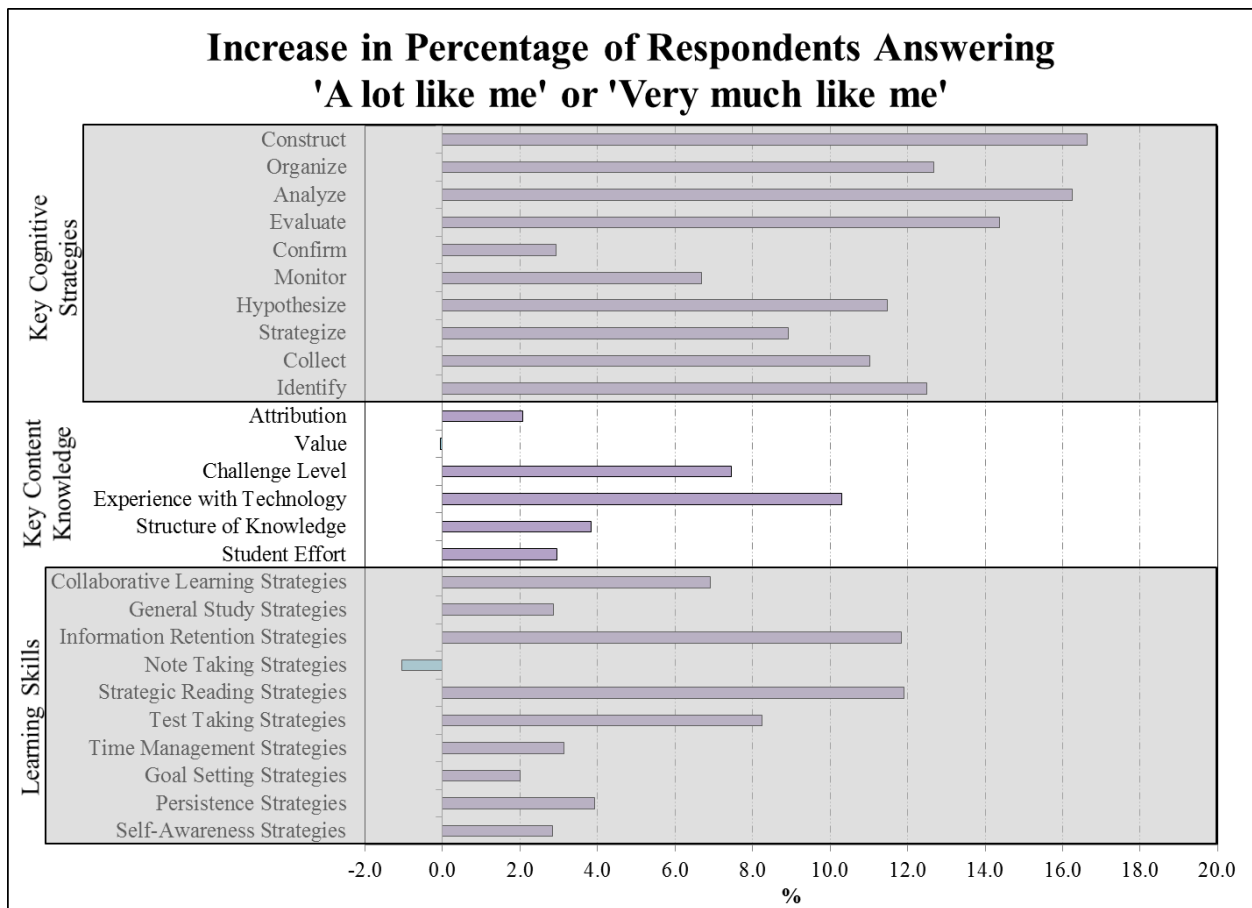
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The committee discussed holding a calibration/norming/inter-rater reliability session towards the end of the spring semester. Since faculty are working on updating assignment guidelines, it would follow that the rubrics may be revised and faculty would benefit from engaging in a calibration session to discuss the interpretation of the levels of performance to increase the reliability of the instrument.

4. The committee reviewed the CRI Pre/Post assessment results from fall 2015.



Response Options:
 1 - Don't know or N/A, 2 - Not at all like me, 3 - A little like me, 4 - Somewhat like me, 5 - A lot like me, 6 - Very much like me



The committee noted that the largest increase in scores were in the “Key Cognitive Strategies” domain which is the one the committee identified as most closely related to the construct of Critical Thinking.” Within this domain, “Construct” and “Analyze” were the areas of highest growth. One area that did not show gains was “note-taking;” however, students initially scored

very high on this domain. The committee discussed the need for more application of note-taking within the course. Scott put together a sheet that lists the domain and how it is defined so that faculty can interpret student results and also begin employing the vocabulary within the course.

Scott suggested an expanded version of the journal directions to help the students better focus on the key areas of the CRI in their discussion. The faculty are beginning to discuss how to best employ the CRI and the MSSL. There are many available modules that students could be asked to complete based on the assessments in MSSL.

- 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.

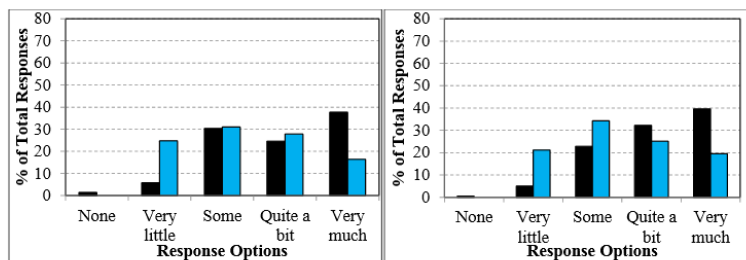


Figure 12. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? Student (blue): How much has your experience at this college contributed to your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

- The next CCSSE/CCFSE “Did You Know?” newsletter is schedule for February or March. Joe is continuing to use topics identified by Scott, Sabine, and Amy.

Minutes submitted by Eileen DeLuca