

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

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

1. Scott, Joe and Eileen shared information from the Annual Conference on the First Year Experience.
 - a. Scott, Joe, and Eileen gave a presentation entitled, “Faculty Advancing Assessment of a First-Year Experience Course and Program.” They had a full room, with many of the participants being faculty. There were many questions about assessment design, rubric development, and dissemination of data through newsletters.
 - b. Other information gathered from sessions:
 - i. Joe went to a session on creating undergraduate “getting ready for research” courses. This aligns with some of FSW Library initiatives with “Truth-Seeking” workshops.
 - ii. Eileen attended sessions on creating and assessing a Common Read/One Book One College Program. She is currently working on a case statement to share with the FSW Foundation.
 - iii. Scott shared information from a number of sessions. He will share a list of ideas and useful links on the Community of Practice page (see highlights below).

[The Journal](#) of The First-Year Experience and Students in Transition is a semiannual refereed journal providing current research on the first college year and other significant student transitions. The primary purpose of the Journal is to disseminate empirical research findings on student transition issues that inform practice in all sectors of postsecondary education

[E-Source](#) articles on integrated approaches on instruction, an efficient way to help students navigate the registration process, programs designed to educate first-year students on sexual misconduct, and a center that brings together admissions, academic affairs and student development functions.

[The Democracy Commitment \(TDC\)](#) a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country.

[Greater Good: The Science of a Meaningful Life](#) studies the psychology, sociology, and neuroscience of well-being, and teaches skills that foster a thriving, resilient, and compassionate society.

[HOME -The Pomodoro Technique®](#) time management

[High-Impact Educational Practices | Association of American Colleges & Universities](#)

[Learning Style Inventory](#)

[The VARK Questionnaire | VARK learning styles](#)

[The Start-Up of You](#) book

[Building a Great linkedin Profile \(pdf\)](#)

[Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition](#)

[Use Google Calendar appointment slots - Calendar Help](#)

[Nearpod](#) interactive mobile presentations that teachers create and customize themselves

[Freedcamp](#) group project communication and collaboration

2. The committee discussed the integration of the CRI into curriculum and co-curricular offerings.
3. The committee discussed the progress on the assignment/assessment revision.
 - a. Faculty continue to meet to suggest changes.
 - b. Faculty agreed to update GPS assignment to include a mandatory visit with a faculty member during office hours. Since this may include non-SLS faculty, we may need to notify all faculty that student office visits may increase. During Professional Development days, committee members could give a QEP update, and explain about the office visits. Afterwards the committee could send out something like a “Did you Know?” that includes tips on how to make the introductory office visit productive. One idea shared was to have a “bowl” of discussion topics and the student could pull out a topic from the bowl.
 - c. There may be revisions to the “Success Strategies” presentation to include a more clearly defined career focus.
 - d. The Critical Thinking Journal topics may be revised to include language more specific to the CRI domains.
4. Sabine discussed an idea for supporting student persistence and progress. She would conduct a study involving providing periodic incentives and rewards for progress towards degree completion. The study could be conducted with first-semester Cornerstone Cohorts. The committee agreed that the incentive program could prove to be beneficial to students.
5. The committee discussed the SENSE/CCSSEE/CFSSE administration and dissemination.
 - a. For the most part, spring CCSSEE administrations have gone well. In some cases the CCSEE administrator will show up to a classroom to find that the faculty member had never read their email. This causes scheduling issues. Eileen suggested that faculty not responding receive a follow-up email CC’ed to the respective Dean. Also, Office of Academic Assessment could call faculty to confirm.
 - b. Newsletter: The last “Did you Know?” newsletter (February 2016) discussed organizing information in new ways and received positive feedback.

- c. Workshop: The “Connecting the Classroom to Careers” workshop (informed by CCSSEE/CCFSE Comparion) led by Joe and Dr. James Stewart will be held on Monday, February, 29 at 1:00 p.m.

Minutes submitted by Eileen DeLuca