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

Eileen DeLuca-Co-Chair	*Present*	Scott Vanselow-Co-Chair	*Present*
Allison Studer	*Absent*	Susan Marcy	*Present*
Sabine Maetzke	*Present*	Abby Willcox	*Present*
Jeff Gibbs	*Absent*		
Megan Just	*Present*		

1. Eileen welcomed participants
2. Committee members reviewed SENSE data from Fall 2015 surveys as well as trend data (see figures below).
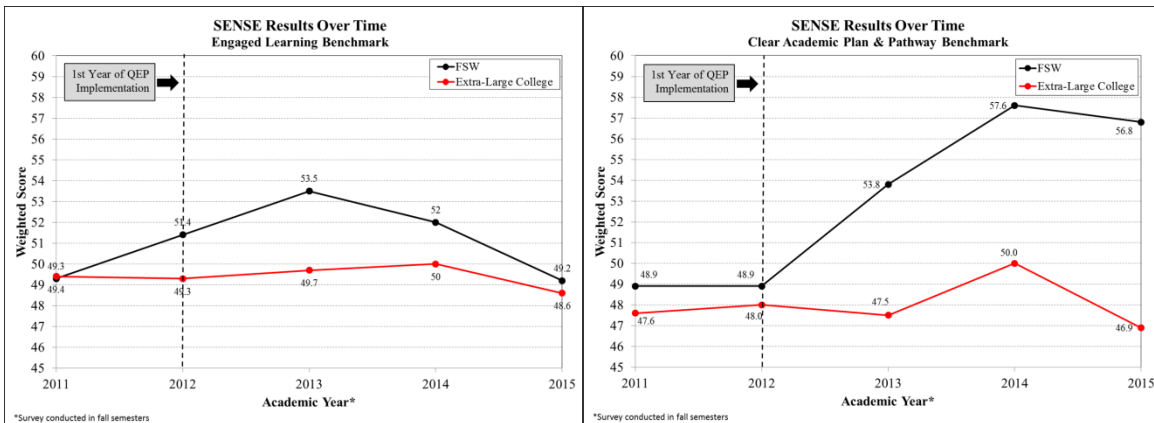
a. FSW's "Engaged Learning" Benchmark continues to remain above the comparative college's weighted score but peaked in 2013.
b. FSW's "Clear Academic Plan and Pathway" benchmark continues to be significantly above the comparative college weighted score since the implementation of the QEP. The committee discussed how this reflected on the Academic and Student Affairs partnerships that have been implemented as part of the QEP.
c. The committee discussed, pages 4 and 5 of the official SENSE report noting that one of the aspects of lowest engagement, involved the knowledge of financial aid (18j) (see figure with text below). The QEP team recently participated in an EAB Webinar that gave ideas for how to better support FAFSA completion to include "caravan" visits to high schools.

d. Eileen reported "Did You Know?" blast emails have historically been based on CCSSE/CCFSSE data but suggested SENSE data may be a good foundational tool based on both the areas of highest and lowest engagement as reported in the FSW 2015 SENSE Key Findings.

e. Scott Vanselow suggested using "Did You Know?" as an opportunity to provide faculty with ideas for increased student visits to faculty offices during office hours. The newsletter could provide tips for how to make the office visits add meaningful academic and affective experience. This would be a follow-up to discussion during Professional Development days where faculty are apprised of changes to the GPS assignment from the Cornerstone Experience course which now includes a mandatory meeting with a faculty member outside of class time.

f. Joe van Gaalen suggested using a "Did You Know?" as a means of providing information to faculty on the expectation of today's student regarding the access to PowerPoints and other pre-made materials in the classroom. Faculty need to consider how this impacts student acquisition of information, attendance to class, use of the textbook, etc. This may relate to the item measured in 19q.
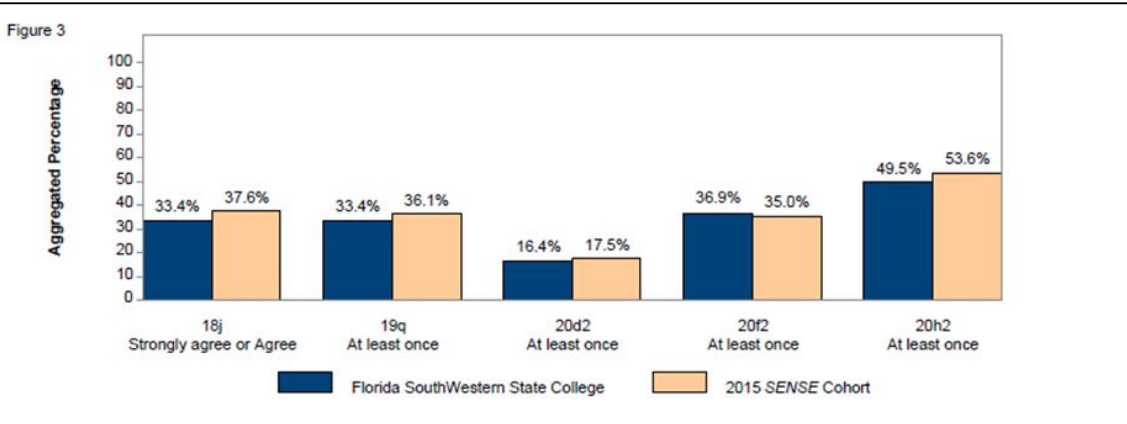

Figure 3

Table 2

Benchmark	Item Number	Item
Early Connections	18j	A college staff member helped me determine whether I qualified for financial assistance
Engaged Learning	19q	Frequency: Discussed ideas from your readings or classes with instructors outside of class
Engaged Learning	20d2	Frequency: Used face-to-face tutoring
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Engaged Learning	20h2	Frequency: Used computer lab

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

3. Joe van Gaalen reported on the scheduled 'push-in' model focus group questions to be used in upcoming focus groups conducted inside SLS 1515 course sections beginning Thursday, April 21 and opened the floor to any revisions to questions prior to the first focus groups.
    a. Sabine Maetzke suggested adding a question asking "how would you improve the course?"
    b. Eileen DeLuca suggested adding a question asking "what factors made you persist in the course?"
4. Scott Vanselow noted class attendance is low (post-spring break) and so focus groups may be a bit difficult to get sufficient response numbers.
5. Scott Vanselow suggested developing a more systematic "reach out" plan to students withdrawing or failing courses. For example, sending a letter of encouragement for those that failed the SLS 1515 course with information about how to return and complete, or information about other educational or vocational institutions available to them.
6. Joe van Gaalen presented CCTDI data including latest results from fall 2015 (see figure below).
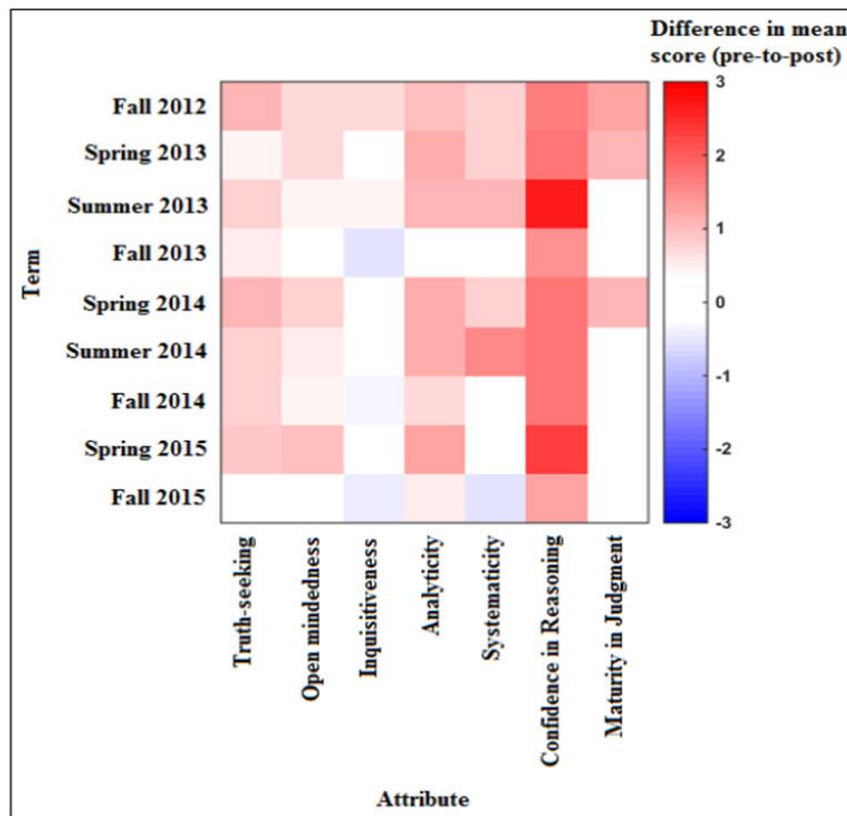

Figure 9. Colormap comparison of the difference in mean scores from pre-to-post tests across semester by attribute. White areas denote results that are consistently statistically insignificant. Color bar represents maximum range of changes in the mean from pre-test to post-test with strongest positive changes in the mean denoted by darker reds and strongest negative changes in the mean denoted by darker blues.

7. "Confidence in Reasoning" continues to be the domain with the highest pre-test to post-test gains, and is therefore an area upon which the course may have the most influence. Faculty will be asked to review this domain and ways they effectively support it (see language from assessment guide below).

    Confidence in Reasoning: *Confidence in reasoning is the habitual tendency to trust reflective thinking to solve problems and to make decisions. As with the other attributes measured here, confidence in reasoning applies to individuals and to groups. A family, team, office, community, or society can be trustful of reasoned judgment as the means of solving problems and reaching goals. The opposite habit is mistrust of reasoning, often manifested as aversion to the use of careful reason and reflection when making decisions or deciding what to believe or do.* (Source: insightassessment.com)

8. Because students initially score so high in "Inquisitiveness" it is difficult to show gains in this area.
9. Joe van Gaalen presented new CCTDI study comparing mean improvement from pre-to-post tests to pre-test scores to describe improvements based on initial understanding (see figure below).
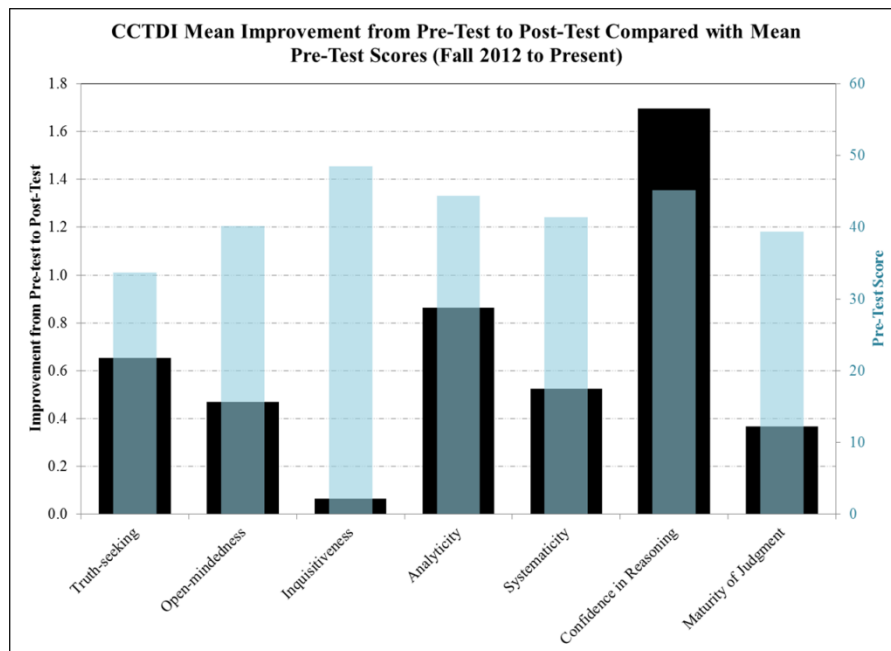
10. Eileen DeLuca and Scott Vanselow reported curriculum changes include updates to GPS to include a "visit a faculty member during office hours" requirement. Other changes in the curriculum are yet to be finalized. She and faculty are proposing a summer workshop to work on the curriculum together with course learning outcomes as well as General Education revisions in mind. The workshop will also provide an opportunity for faculty to learn more about the Pearson diagnostics available for use in the SLS 1515 course.

11. When opening the floor to any final comments entering the last year of the QEP, the committee members proposed a value-added study comparing incoming GPA with SLS 1515 success rate and college retention. As we transition from the QEP to general implementation, it will be useful to see for which student groups the course is most beneficial.
12. Eileen thanked the committee for their work this year and invited participation in next year's committee. The members discussed QEP Assessment Committee goals for the final year of QEP Implementation.
    a. Conduct meta-analyses based on five years of data to make recommendations for continued evolution of the Cornerstone course and program.
    b. Make general recommendations for developing and evaluating future QEPs.
    c. Complete the five-year impact report.

Minutes submitted by Eileen DeLuca & Joe van Gaalen