QEP Assessment Subcommittee Meeting

September 7, 2016

Committee Charge

Consistent with the College QEP's goal to support the development of critical thinking skills and success strategies among first-time-in-college students, the QEP Assessment Subcommittee at FSW exists to:

❖ preview and recommend standard assessments for use in the Cornerstone course.
❖ analyze assessment data in order to...
  ❖ make recommendations to the College's Professional Development Committee, marketing efforts, and faculty overseeing Cornerstone curriculum.
  ❖ make recommendations regarding continuous improvement of the Cornerstone course.
❖ disseminate first-year student related assessment data to all FSW faculty, staff, and administrators with a goal of improving teaching and co-curricular practices, and student support services.
❖ maintain awareness of best practices in assessment.
❖ contribute to QEP annual reports.
❖ establish benchmarks and revise when appropriate.
❖ identify opportunities for improvement which could inform future quality enhancement plans.

Change to GPS (Go-Picture-Scribe) Assignment

To be a successful college student requires that you utilize college resources to enhance your overall college experience. The purpose of this activity is to engage and connect you to purposeful events at FSW (Florida SouthWestern State College). To successfully complete this assignment, you will need to document, through photos and narrative (purpose statement and description), that you have spent significant time and effort in ten different quality campus activities that fall under the five categories in the chart below. Photos should clearly provide evidence that you participated in the activity. Activities done during class time will not be counted as GPS.

A minimum of TEN activities must be included in a digital media representation. Each activity needs to include date (when), description (what), and purpose (why). Students can utilize video, Prezi, PowerPoint or a combination of any media. Creative deviations are encouraged; please consult your professor.

GPS (Go, Picture, Scribe)

| Category	Description	Required Interactions
Professor Visit	Visit any of your professors outside of class time to discuss academic content, coursework, his/her field of expertise, etc. Visit must be held during professor's designated office hours, or in a manner approved by the professor.	1
Workshops	Attend a minimum of two academic or informational workshops at FSW such as Critical Thinking in Careers Lecture Series, FYE, FSW Leads, Academic Success, Student Life, and Financial Aid Workshops.	2
Academic Advising	Schedule and meet with an academic advisor prior to registering for classes for the next term.	1
Academic Support Centers	Utilize an Academic Support Center (math, writing, peer tutor or the oral communication center).	1
Other Resources	Choose five from other resources: FYE social events, FSW Service events, Student Life activities/events, use of the library services, use of the Tech Center, attendance at art events, plays, and any FSW-sponsored community event or activity. Note: Additional events from the "Workshops" category count towards "Other Resources."	5
Total		10

Note:
1. Attending FSW Service events will count for two events in the "Other Resources" category.
2. It is possible to receive credit for participating in a non-FSW-sponsored community service event with prior approval from your instructor. Please consult your instructor to verify that the event will count towards "Other Resources."
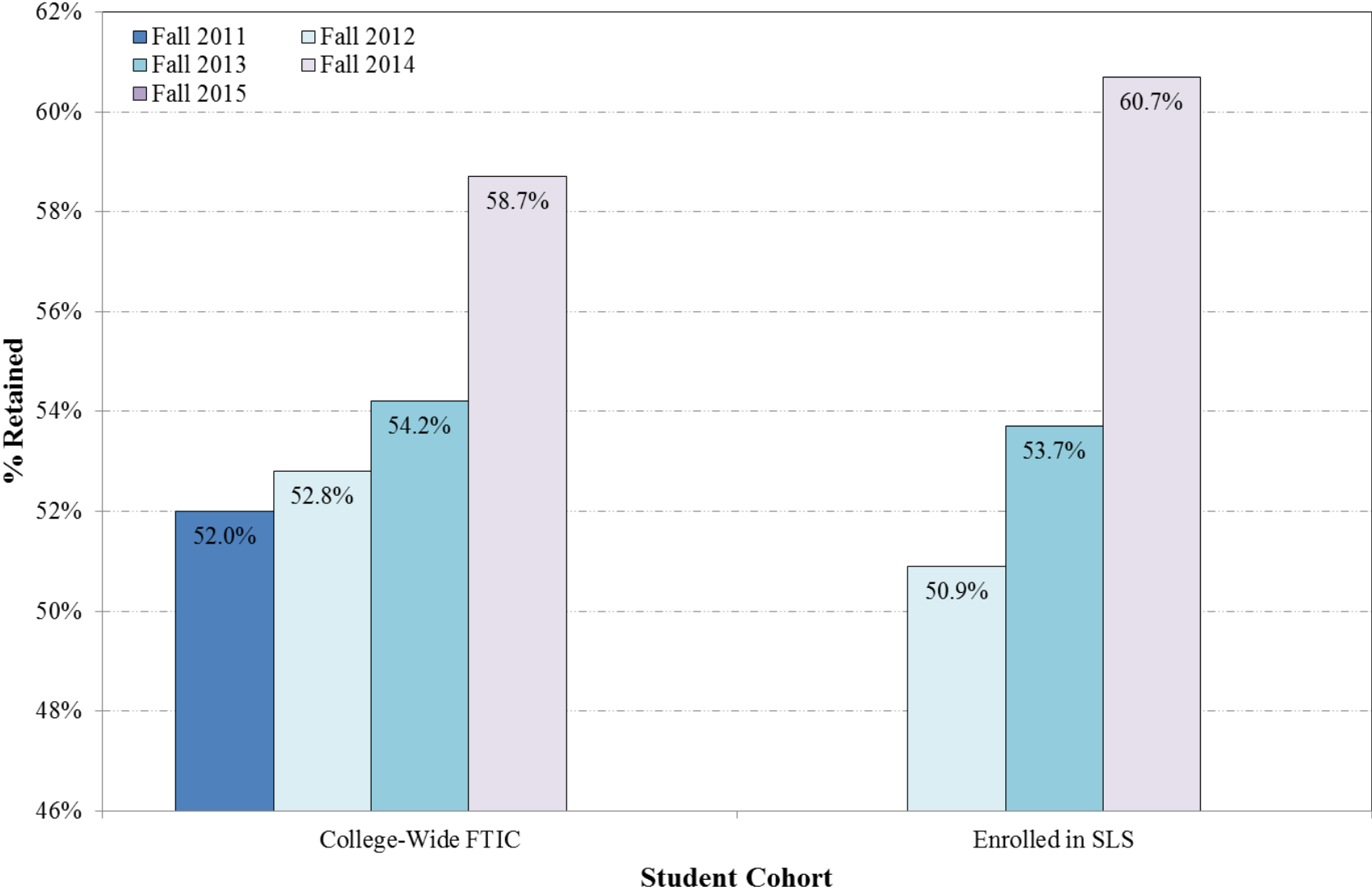3. For "ground" classes, a maximum of 5 online GPS activities can be used for the GPS.
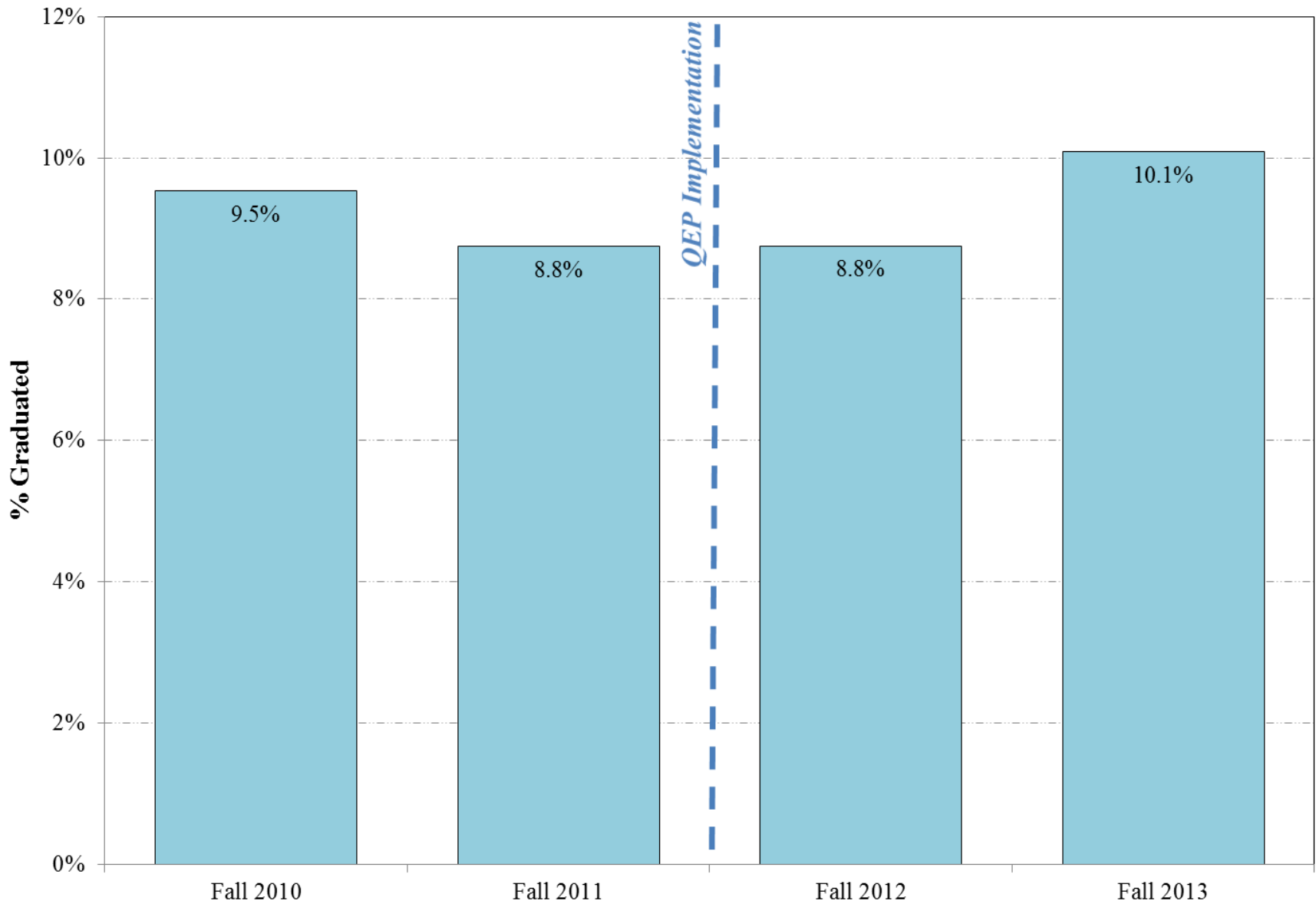
Term-to-Term Retention Rates (Fall-to-Spring)
Comparison of SLS Enrolled with College-Wide FTIC
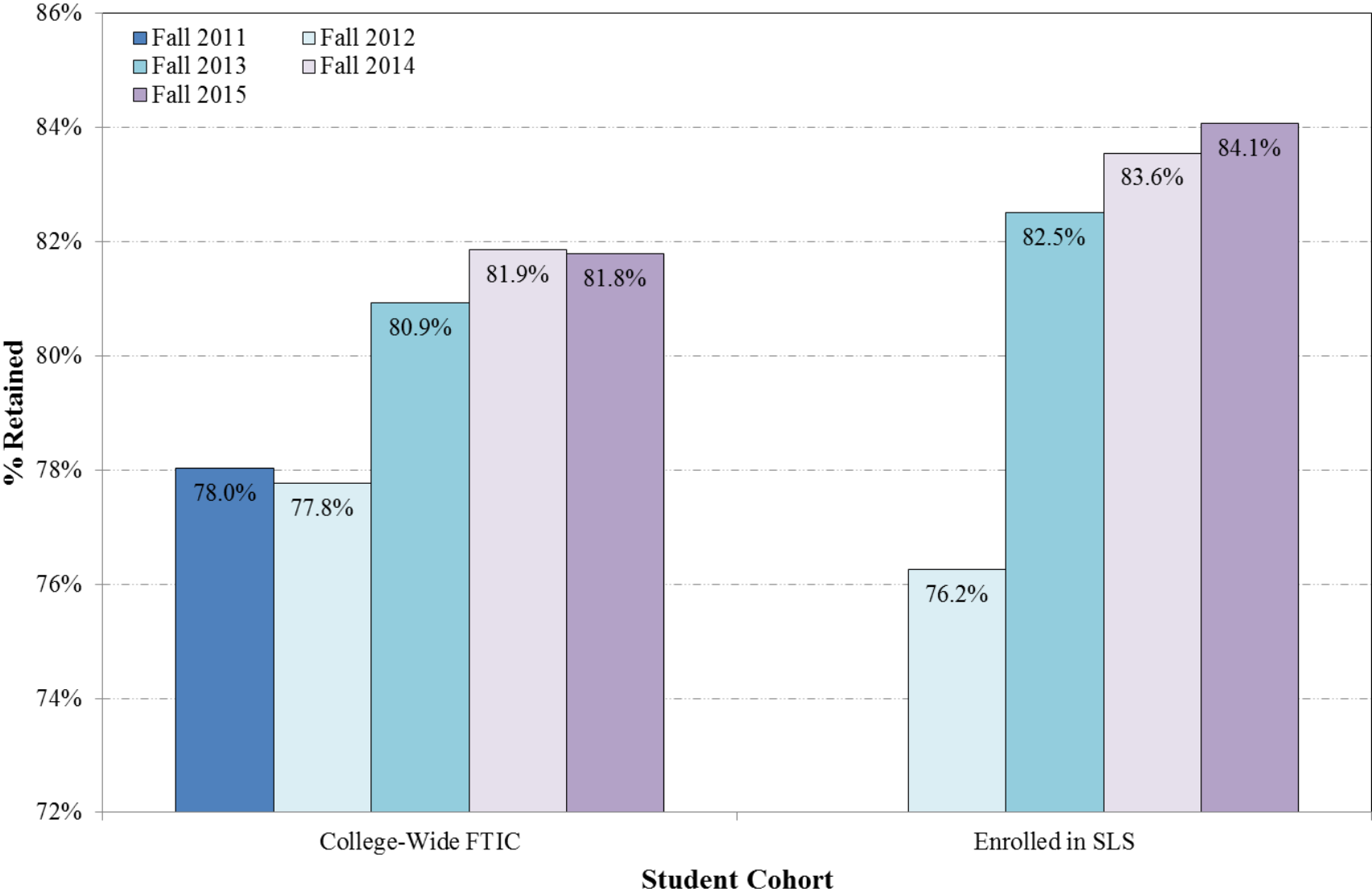
Year-to-Year Retention Rates (Fall-to-Spring)
Comparison of SLS Enrolled with College-Wide FTIC

Spring 2016 Focus Group Results

- Tell us about your experience in SLS 1515 (Cornerstone Experience) course.
  - Fun, informational, helpful because it helped you learn the campus and the workshops were good
  - Personality things and about who you are (true colors, Myer Briggs)
  - CT Journals because they made me reflect on what I wanted to learn about college, the learning center, and opportunities and things that can help me outside of school
  - Lessons were redundant (financial, time management, stress releasing); "It was all common sense stuff and you'd think we'd know this already"
- Which aspects of the SLS 1515 (Cornerstone Experience) course are you most satisfied with?
  - I didn't think I'd like GPS but really loved it, particularly the scavenger hunt and holocaust week
  - Group work because I'm not very social so it made me be so and brought us together

Spring 2016 Focus Group Results

- Which course assignments were most useful to you? Why?
  - GPS because we get out to see stuff; used the success centers because of this assignment
  - CT journal, especially financial literacy based one
  - CT journals in general, before I never tried to think deeply about things
  - True colors
  - Diversity made me think about the differences. We talked about sexuality and health diversity instead of more common diversity issues.
- Have you applied strategies or skills that you learned in SLS 1515 in other classes? How?
  - Yes, getting focused; note taking; critical thinking (particularly on multicultural education and thinking outside the box about diversity)
  - Yes, time management. It helped me in other classes improve my grade.
  - Academic Support Centers: made visits when it counted (when I was struggling) and the GPS made me think to go there.
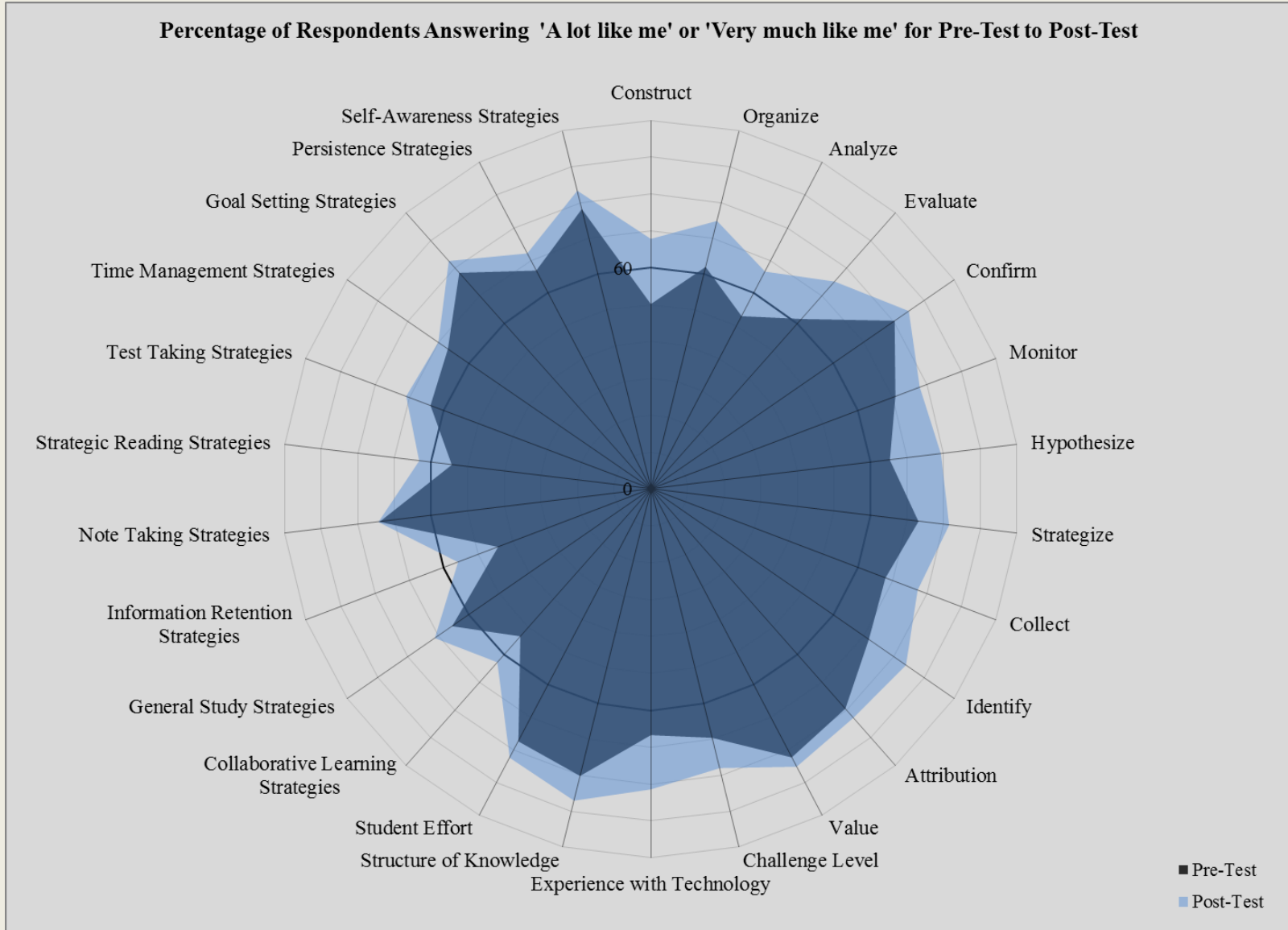
Spring 2016 Focus Group Results

- Which assignments were least useful or least challenging to you? Why?
  - CT Journals were too easy and the quizzes in Canvas (professor specific) were too easy
  - Only have to be worried about turning stuff in on time, that's it
  - GPS because of scheduling issues (GPS on Friday nights?)
  - Maybe the PA could act sort of like hand-holding, where the PA announces they are going to an event or two, and we could tag along, so we don't feel weird and out of place
- Did this course help you meet college-level expectations? If so, explain or give examples of how.
  - Yes, the note taking was helpful for reading
  - Yes, it helped me understand what I was getting into and prepared me for the next steps
  - Yes. In high school I procrastinated a lot but in college it helped me to know that deadlines matter.
  - Touched on topics heavily, more in depth than we've heard of before
  - Very easy class but not as a bad thing. I'd hate it to be hard because it is the first time in college.

Spring 2016 Focus Group Results

- How would you improve this course?
  - Make it not required ("pay money for a dumb class")
  - Should be based on individuals and whether they need it or not
  - Financial literacy section could have been more specific (no discussions on paying bills)
  - No pay for this class or make it a 1-credit mini-course
  - Resume writing
  - Job searching
  - Bills/financial aid details
  - The professor matters in this class not like in others
- What in this class, or in the college, if anything, kept you going (helped you persist) through the semester?
  - Money was paid already; A grade
  - Positive environment from the professor (it opened my eyes to time requirements for class)
  - Alert/warning was motivator, a wake up call
  - Getting improvement in myself; it helped me feel better about my goal.
  - Achievement in this class showed me I can do it.
  - Made me develop friendships
  - Class helped you feel better about your situation in college
  - Lessons about goals in the next five years was good
  - *Vast majority (>75%), when prompted, agreed emails/notes of "Percentage complete, congrats" style messages would be well received and helpful*
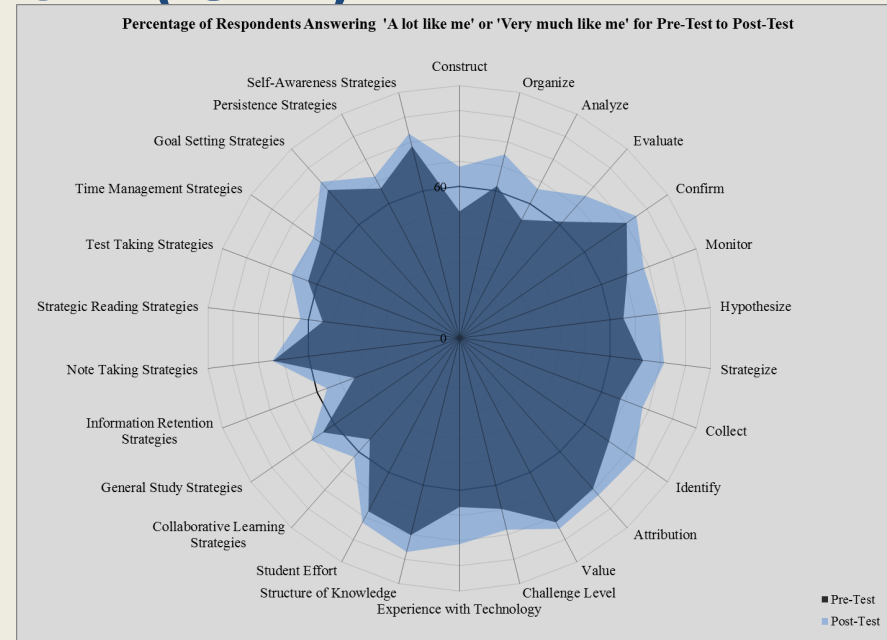
Conley Readiness Index (CRI)

Percentage of Respondents Answering 'A lot like me' or 'Very much like me' for Pre-Test to Post-Test

Conley Readiness Index (CRI)

Key Cognitive Strategies

- **Communication:** The ability to organize your work, support positions, and construct the work product.
  - **Construct** - to create work products (projects, papers, or presentations) that are supported by evidence, well organized, and developed through several drafts and revisions using feedback from others.
  - **Organize** - to arrange your ideas and information before creating a project, paper, or presentation.
- **Interpretation** – The ability to analyze competing and conflicting descriptions of an event or issue.
  - **Analyze** - to examine information by thinking about the facts it is based on.
  - **Evaluate** - to group information into useful pieces, connect ideas and evidence, make conclusions, and reflect on the quality of the conclusions.
- **Precision/Accuracy** - The ability to know what type of precision (level of detail) is appropriate to a task or subject area and increase accuracy (truthfulness) through successive tasks.
  - **Confirm** - to do a final check of all your work before turning it in.
  - **Monitor** - to pay attention to the accuracy and quality of all your work.
- **Problem Formulation** – The ability to develop and apply multiple strategies to formulate routine and non routine problems.
  - **Hypothesize** - to pose possible solutions to a problem that you can then research.
  - **Strategize** - to consider different ways to solve a problem. you've solved similar problems in the past and apply those strategies when solving a problem.
- **Research -** The ability to identify appropriate resources to help answer a question or solve a problem.
  - **Collect** - to gather information from many sources.
  - **Identify** - to find information and resources needed to solve a problem.

Percentage of Respondents Answering 'A lot like me' or 'Very much like me' for Pre-Test to Post-Test
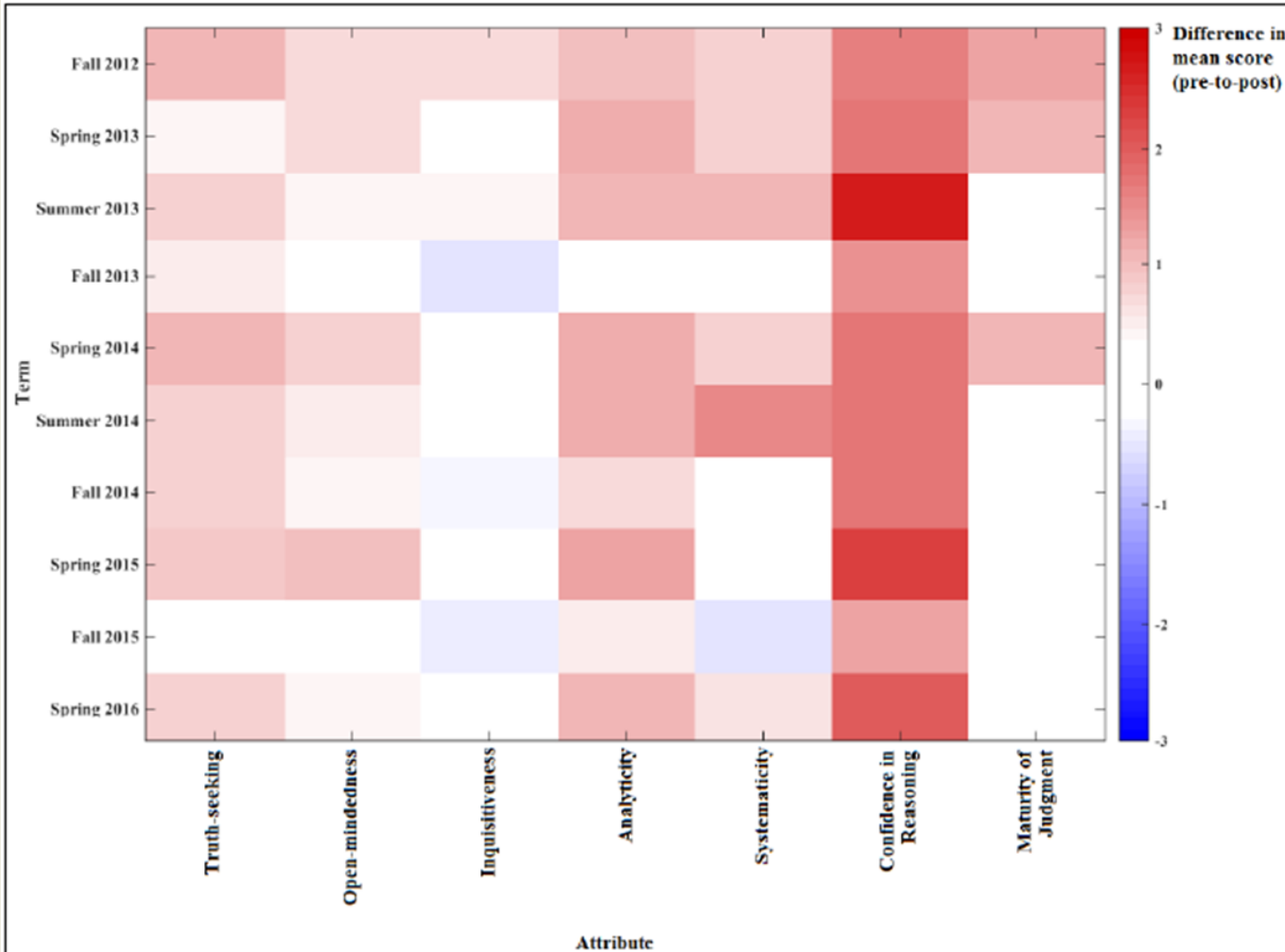
California Critical Thinking Disposition Inventory

Figure 9. Colormap comparison of the difference in mean scores from pre-to-post tests across semester by attribute. White areas denote results that have never been statistically significant (approximately +/- 0.35). 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.

California Critical Thinking Disposition Inventory
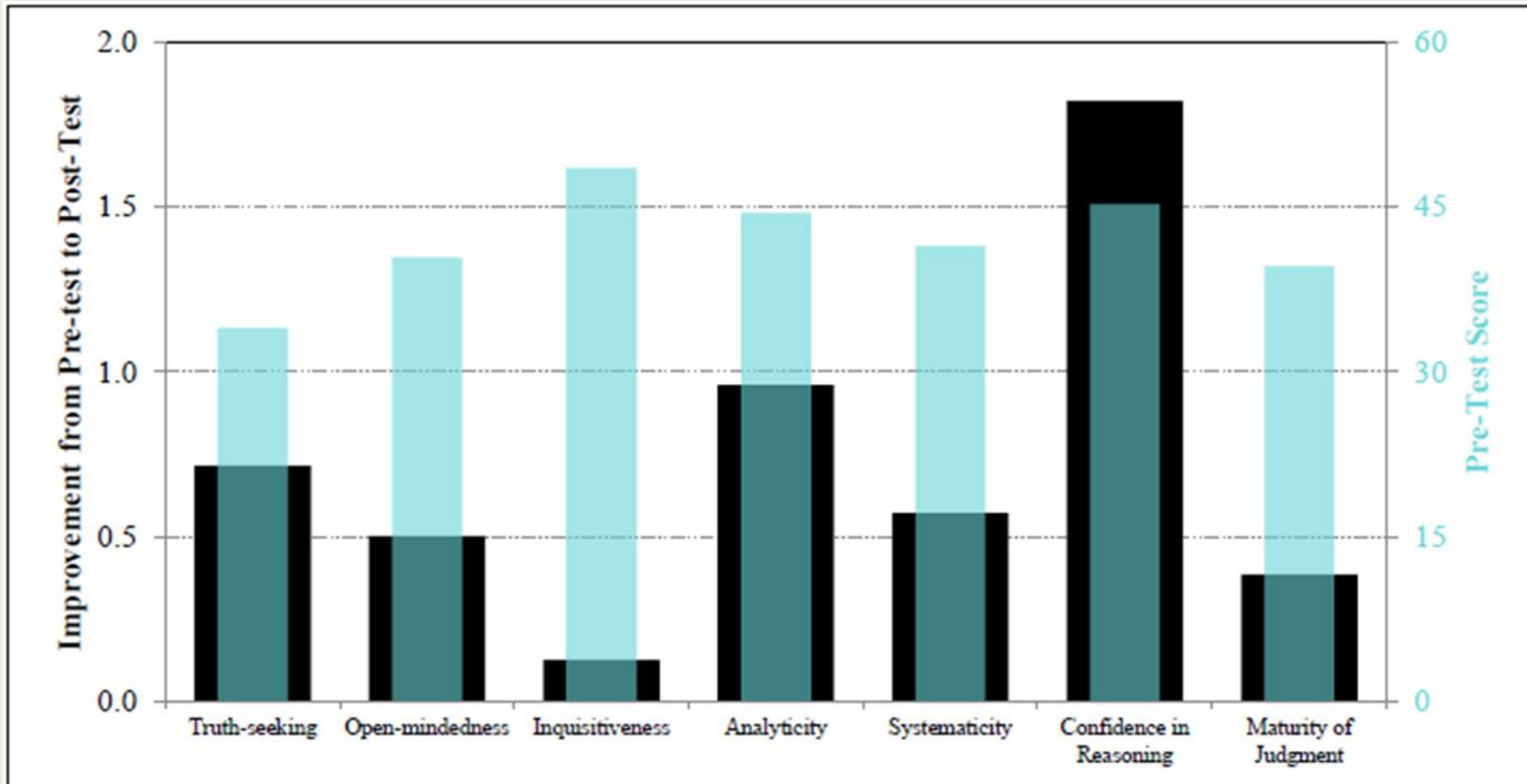
Figure 11. Time-averaged CCTDI mean improvement from pre-to-post test (black) compared with time-averaged mean scores from pre-test (teal).

CCSSE
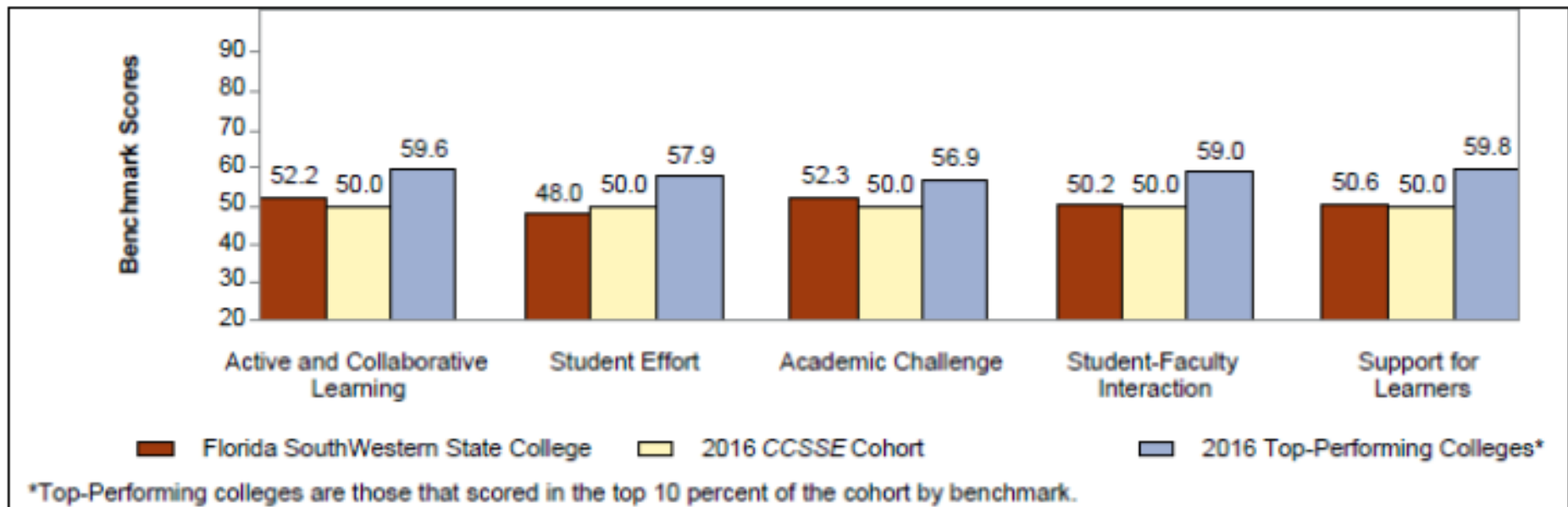## Academic Challenge & Student-Faculty Interaction Benchmarks

Figure 1. 2016 CCSSE benchmark scores including Florida SouthWestern's focus benchmark, Academic Challenge compared with similar colleges comprising the 2016 CCSSE Cohort and top-performing colleges of the 2016 CCSSE Cohort (CCSSE, 2016)

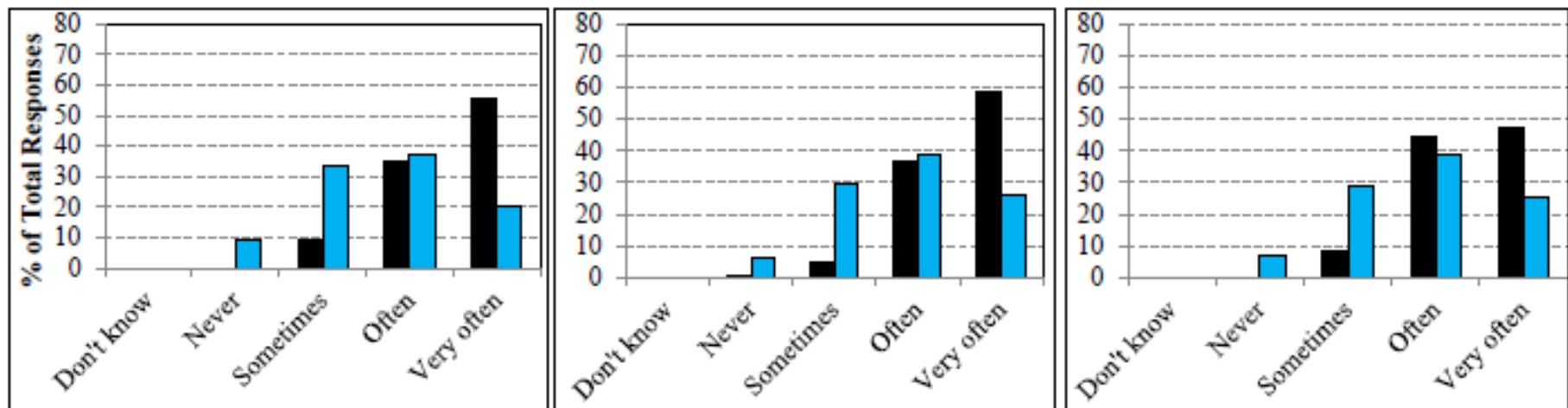# CCSSE-CCFSSE Report
Interesting Findings

Figure 8. Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance? Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

CCSSE-CCFSSE Report
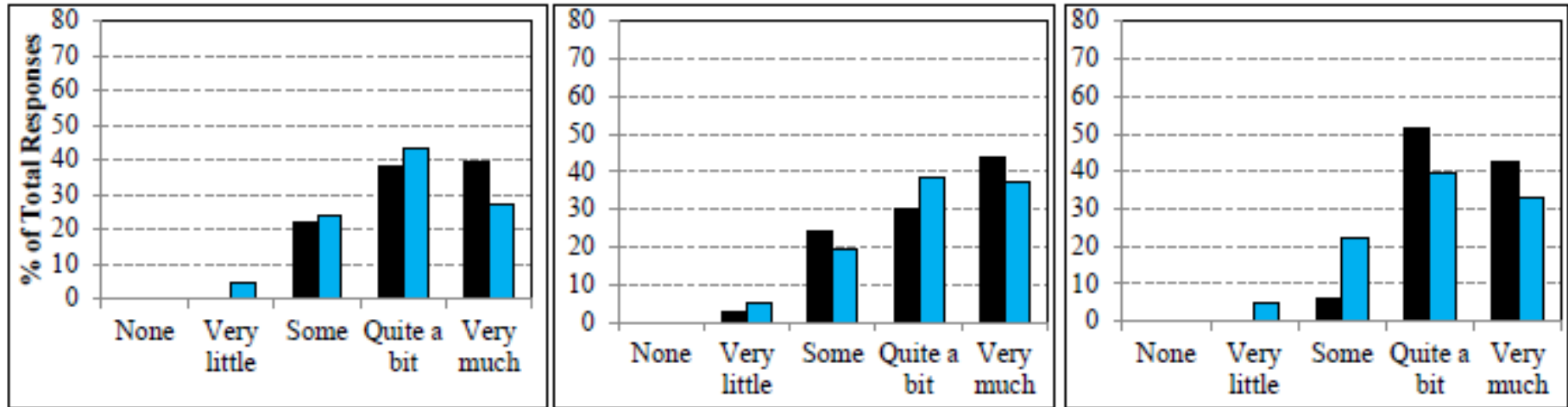*Interesting Findings*

Figure 11. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

CCSSE-CCFSSE Report
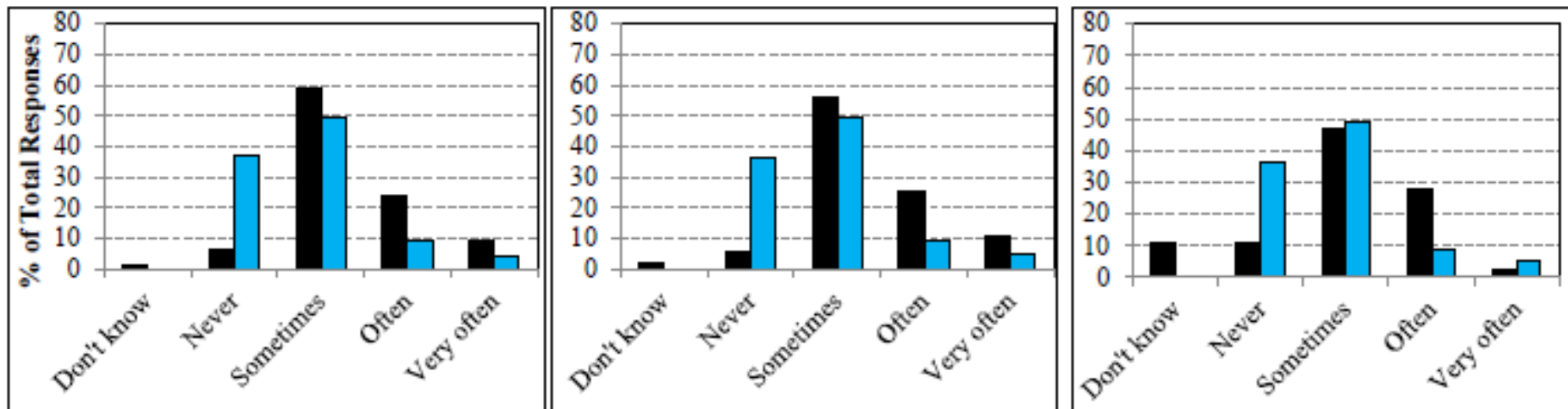## *Next "Did You Know"*

Figure 5. Faculty (black): How often do students in your selected course section come to class without completing readings or assignments? Student (blue): In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments. (left – 2014 survey, middle – 2015 survey, right – 2016 survey)