

QEP Assessment Subcommittee
 Wednesday, December 7, 2016
 3:30-4:30 p.m.
 U-202B

Eileen DeLuca-Co-Chair	<i>Present</i>	Scott VanSelow-Co-Chair	<i>Present</i>
Allison Studer	<i>Present</i>	Susan Marcy	<i>Absent</i>
Sabine Maetzke	<i>Present</i>	Kelli Dunlap	<i>Absent</i>
Jeff Gibbs	<i>Absent</i>		
Joseph van Gaalen	<i>Present</i>		

1. Eileen DeLuca welcomed participants.
2. Eileen DeLuca presented a completed QEP Annual Report 2016 noting that the Spring 2017 term will be the last term of data collection for the QEP impact report which will be completed late summer or early fall in 2017. The success of the Cornerstone Course and related student programs will continued to be assessed within the academic school and the student affairs unit plans. The work operationalized through the QEP will continue to be supported by the “Dedicate to Graduate” initiative.
3. Joe van Gaalen presented a Community of Practice Cornerstone Packet which could be used for any department wishing to incorporate Cornerstone Experience themes into a Community of Practice (CoP) or other department meeting. Joe van Gaalen reported that the intent of the original design of the packet was so that a presenter for any CoP could meet with a Cornerstone faculty member or the Office of Academic Assessment to briefly review the materials and then the CoP could easily incorporate these materials into the CoP. This packet would allow for easy dissemination of the success strategies of the Cornerstone Experience course into other disciplines. Joe van Gaalen also suggested this could be incorporated into the Assessment 101 Online Training course to allow faculty members to be exposed to these materials.
4. Joe van Gaalen presented an updated version of the Infographic (currently focusing on CRI data) which incorporates a looped PowerPoint presentation of the materials.
 - a. Joe van Gaalen suggested it was the hope of both himself and Scott VanSelow that the looped infographic presentation be placed in areas around the campus such as the digital infosign boards.
 - b. Another idea was to add the PPT to the Assessment 101 online workshop.
 - c. Eileen DeLuca suggested this could be shown as a loop on the main presentation screen at the Provost’s meeting in January as faculty and staff are entering. This would allow the information to be visible to a wide audience as well as expose the materials in an efficient manner which can be referenced in any updates presented at the Provost’s meeting.
5. Joe van Gaalen presented results of the Fall 2016 Cornerstone Experience Focus Groups. Reported items of note include:
 - a. One course in particular showed a potential disconnect between students and professor. Scott VanSelow and Joe van Gaalen both suggested a means for

students to seek a preferred professor when scheduling SLS 1515. Joe van Gaalen will present idea to Academic Success Dept. Meeting on Dec. 9, 2016 and will begin putting together a scheme for completing this task.

- b. In regards to the prompt, "Tell us about your experience in SLS 1515 (Cornerstone Experience) course," some of the common responses are as follows:
 - i. Peer architect is good because it is a student just like us and knows about the school; is relatable
 - ii. Book rarely used and when it was used, it didn't seem to connect
 - c. The committee discussed the varying use of the textbook across sections. It is recommended that the faculty revisit the textbook adoption during the next adoption cycle. Required textbooks are expected to be utilized. If the text is not meeting the learning outcomes of the course, the faculty may want to adopt a new text or consider developing local course materials.
 - d. Which aspects of the SLS 1515 (Cornerstone Experience) course are you most satisfied with?
 - i. Financial literacy (budgeting, loans, controlling spending)
 - ii. Time management
 - e. The committee discussed how Time Management continued to be a topic that students report as beneficial. Faculty would benefit from continue to share time and financial management teaching methodologies.
 - f. Which course assignments were most useful to you? Why?
 - i. GPS – helped locate tutoring center, find counselor
 1. "I'm more likely to go back to tutoring center"
 2. "Helped me get new friends in college"
 3. "I would not have gone to the support centers without this"
 - ii. Journals ("Helped me learn about myself")
 - g. What in this class, or in the college, if anything, kept you going (helped you persist) through the semester?
 - i. A lot of encouragement to continue
 - ii. "In beginning professor gave us professional background with lots of stories and we learned that he was just like us."
 - h. The committee discussed how the "culture" of the Cornerstone course tends to make students welcome and feel like they are part of a family. The faculty strategies for communicating and engendering community should be shared college-wide.
 - i. Vast majority (>75%), when prompted, agreed emails/notes of "Percentage complete, congrats" style messages would be well received and helpful
 - j. The committee discussed how through the "Dedicate to Graduate" initiative it would be beneficial if students received regular updated on progress to encourage retention and completion.
6. Scott VanSelow suggested updating quizzes as it relates to the book so as to add better connection between book and lecture.

7. The committee discussed data shared by Andrae Jones at the OAR committee meeting that a large percentage of students enrolled in SLS had not yet registered for the spring semester. The committee discussed how the “open enrollment” designation on the academic calendar and other publications may confuse students, that is, they may think that they have to wait until “open enrollment” to register. The committee also talked about reminding faculty to make a class activity out of the focus on registering.
8. Eileen DeLuca added that, in the larger picture, committee should now look to expand studies to include:
 - a. Identifier Value-added studies (e.g. not all students will be required to take SLS 1515 based on entry data such as incoming GPA, transcript characteristics, etc.)
 - b. Outgoing Value-added studies (e.g. course effect on particular cohorts such as a sliding scale based on incoming number of credits, or a particular suite of courses already completed).

Minutes submitted by Joe van Gaalen and Eileen DeLuca