

Planning Objective Report

Objective Report:

Objective ID: 1551

Objective Title: QEP Direct Measure of Success Skills

Unit Manager: DeLuca, Eileen

Planning Unit: 00330 - First Year Experience and Academic Success

Obj. Status: Implementing

Obj. Purpose: Assessment Outcome

Unit Purpose:

Objective Description:

Upon successful completion of the Cornerstone Experience course, students will take ownership over their own learning experiences, will apply newly acquired strategies to their academic endeavors, and approach their professional pursuits with confidence.

Institutional Goals

A. Develop a robust program review model

Objective Types

No Objective Types to Display

Planning Priorities

No Planning Priorities to Display

Tasks

No Tasks data

Assessment Measures

Date	Assessment Measure
02/19/2012	Qualitative data from Final Essay assignment
09/27/2011	Success Strategies Presentation Rubric
09/27/2011	Smarter Measure Learning Readiness Indicator Scores on "personal attribute" items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help.

Intended Results

Date	Intended Results
02/19/2012	Random sample of Final Essay assignments will be analyzed and discussion of success strategies will be coded. The codes will be grouped into concepts and categories that lead faculty will use to describe the success strategies that appear most salient among respondents. The concepts and categories will be used to develop a survey instrument to be used with students in subsequent semesters for self-report of acquisition and application of success strategies.
09/27/2011	By the end of the Spring 2012 semester, 70% of students that complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric (20% should achieve a 4: exemplary).
09/27/2011	By the end of the Spring 2012 semester, baseline data for the Smarter Measure indicators will be established for comparison and goal setting for the 2012-2013 academic year.

Status Reports

Report Date	Status Report
3/20/2012	In March 2012, A QEP "Standardize Assessment" committee was established. Monica Moore and Professor Freida Miller are chairing this committee. They are reviewing "Smarter Measure Pre-course" data and ensuring that the post-assessment will be ready for the target date.
2/19/2012	During the week of January 9, students in all SLS 1515 sections completed the Smarter Measure Learning Readiness Indicator.
1/28/2012	On January 5, 2012, the QEP Implementation team led a kick-off session with all SLS 1515 faculty. The lead faculty, Myra Walters, led the discussion of assignments and assessments as a review. The groups discussed the implementation of the rubrics.

Actual Results

Date	Actual Results
01/28/2012	Spring 2012 is the inaugural semester of SLS 1515. Baseline rubric scores will be available after May 2012.

Use of Results

Date	Use of Results
01/28/2012	The lead faculty, Myra Walters, will review the baseline data with the other SLS 1515 faculty. The analysis and discussion will inform instructional delivery and assessment of success strategies.

Gap Analysis**SWOT****Units Impacted**

No Units Impacted data

Associated Standards**Associated Outcomes****Documents**

File Name	File Size	Date Modified
QEP_FYE_KickOff_010511.pdf	259.949 KB	2/19/2012
SS_Rubric.pdf	93.319 KB	3/28/2012

First Year Experience: Group Presentation (Required Cornerstone Assignment)

Purpose: To have students reflect upon what it takes to be successful at Edison State College and to apply effective time management and small group problem solving skills to create a 5-10 minute presentation. The assignment involves using effective small group communication and problem-solving skills to analyze and evaluate what it takes for a student to be successful at Edison State College. The conclusions drawn by the group will be shared in a 5-10 minute presentation.

Assignment Outcomes:

Upon completion of this presentation assignment the student should be able to:

- Develop a time line and apply effective time management skills to finish the class project by completion date.
- Apply critical thinking skills to analyze and evaluate course content to draw conclusions about what it takes to be successful at Edison State College.
- Apply effective small group communication and problem solving skills while working with other students to complete a class project.
- Produce a 5-10 minute presentation on “*What it takes to be successful at Edison State College*”.

Presentation Options: (Check with your professor regarding other acceptable options for completing this assignment).

Some acceptable options for completing this assignment include:

- Group PowerPoint slideshow
- Group Skit
- Group Presentation
- Group Digital Video

Estimated Time For Completion: Approximately two weeks

Project Components

1. ***Completion of the Problem –Solving Template-*** Each group will discuss and come to a group consensus regarding answers for each part of the problem-solving template. One template will be completed and evaluated for each group.
2. ***Timeline for Project Completion*** – This document should reflect the group analysis of the various steps that must be addressed along with a timeline of when each step will be addressed and who in the group will be responsible for completing each step.
3. ***Presentation*** - Each group will create and upload a 5-10 minute presentation according to classroom instructions.

Group Presentation Assignment

Outcome Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Completion of the Problem-solving Template	Ideas presented in the problem solving template demonstrates a high level ability to think through the topic and to draw thorough and thoughtful conclusions that have emerged from analysis and evaluation.	Ideas presented in the problem solving template demonstrates an ability to think through the topic. Assumptions and assertions are reasonable based upon available information. Reasonable conclusions have emerged from analysis and evaluation.	Ideas presented in the problem solving template demonstrates some weakness in the group's ability to think through the topic. Assumptions and assertions are mostly reasonable based on available information. Conclusions have been drawn but further analysis may be needed.	Ideas presented in the problem-solving template lack clarity and are difficult to follow. Assertions and assumptions are mostly unreasonable. There is little evidence that students used analysis and evaluations to arrive at conclusions.
Timeline for Project Completion	The project management timeline submitted is complete. All significant and relevant steps are identified in the appropriate order that they should be completed. The plan also includes due dates for each task/step as well as the responsibilities/assignments for each member of the group.	The project management timeline developed by the group is clear. It includes the steps, due dates and responsibilities/assignments for each member of the group.	The project management timeline developed by the group is not entirely clear. Additional information is needed to clarify specific tasks/steps, due dates and/or responsibilities/assignments for each member of the group.	The project management timeline developed by the group is not clear. A significant amount of additional information is needed to clarify specific tasks/steps, due dates and/or responsibilities/assignments for each member of the group.
Demonstration of Effective Group Communication Skills	The group maintains a high level of focus and concentration to stay on task, attends to the interpersonal needs of class mates, and uses effective strategies to manage conflict within the group.	The group steadily moves forward while giving in to minor distractions, attends to some of the interpersonal needs of class mates and applies some of the strategies for managing conflict within a group.	The group gives in easily to distractions and has to constantly refocus on the task. Group members appear to focus a little too much on the interpersonal needs rather than completing the class project. They deal with minor issues of conflict to avoid jeopardizing the relationships between people in the group.	The group is in need of constant supervision to focus on the group project. Group members appear to be more concerned about making friends rather than completing the class project. They avoid conflict because they do not want to risk damaging relationships to get the group back on track.
Presentation	The presentation meets the requirements for the assignment and is an exceptional and creative representation of the conclusions that emerged from the group's analysis and evaluation. The message is communicated by group members in a way that is clear, grammatically correct and memorable.	The presentation meets the requirements for the assignment and represents the conclusions that emerged from the group's analysis and evaluation. The message is communicated by group members in a way that is clear and grammatically correct.	The presentation meets most of the requirements for the assignment and represents some of the conclusions that emerged from the group's analysis and evaluation. The message is communicated by group members in a way that is clear and mostly grammatically correct.	The presentation fails to meet all the requirements for the assignment. A disconnect exists between the earlier conclusions that emerged from the group's analysis and evaluation presented in the problem-solving template and the content of the video. The message is communicated by group members in a way that lacks clarity and is mostly not grammatically correct.

QEP/FYE Kickoff

January 5, 2011

S107

9:00 a.m. – 11:00 a.m.

Minutes

Those attending the kickoff included: Tom Rath, Eileen Deluca, Kevin Shriner, Myra Walters, Katie Paschall, Frieda Miller, Kathy Clark, Terri Heck, David Hoffman, Gary Rogers, Martin Tawil, Elaine Schaeffer, Regina Miller, Rebecca Gubitta, Jaime Marecz, and Joyce Dye.

Items discussed included:

- An update on the instructional materials for the course. Myra distributed additional materials to use in the Critical Thinking component of the course. The website www.criticalthinking.org was introduced as an excellent source for course materials.
- Syllabi process – faculty are to send Kevin Shriner a copy of the syllabus. On the off-campus sites, faculty are to send syllabi to their respective campus deans and copy Kevin.
- Enrollment management – the total number of SLS 1515 sections was reduced due to low enrollment.
- Assessment – Eileen discussed the assessment plan for the QEP. Indirect and direct measures of assessment were also discussed. It was mentioned that we need standardization of the rubrics. This will be accomplished during the weekly meetings. Focus group interviews will be conducted in the Cornerstone course this semester.
- Faculty are to email Tom Rath office availability times to determine weekly meeting times.
- The meeting concluded with a question/answer session.