

**QEP Development Committee  
Assessment work group  
Meeting 1  
Friday, March 18, 2022 10:30 a.m. - 12 p.m.**

**CHARGE:** *This work group will assist with developing Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) with baseline measures and goals and ideas to assess each of these outcomes; assist pilot faculty on developing assessment of QEP initiatives within their specific course; development of any needed tools, reports and dashboards; and provide feedback on drafts of QEP assessment plan for SACSCOC submission.*

**Thank you for your participation at our first QEP assessment work group meeting last week.**

**Our GOAL for our first MEETING was:** to Suggest Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) with realistic and measurable goals for the QEP

**Thank you to Fred Bloetscher** who has agreed to share our discussion and suggestions with the QEP Development Committee at the April 11 meeting

**A few overall notes:**

- We want to focus on outcomes both for students in LA classes and the LAs themselves
- We do NOT want to use NSSE
- We agreed that for the academic programs, they each have to follow the Academic Learning Compacts (ALCs) for critical thinking, communication, content knowledge, and DEI. We should create SLOs related to these things that are important for each department and already being measured. Work smarter, not harder. Just focus on how the LA model may increase these areas.

Based on our conversations, below are some DRAFT SLOs and SSOs. **\*PLEASE review and share suggestions for changes/additions/deletions no later than April 6, so we can incorporate them into our report for April 11.**

**Student Learning Outcomes (SLOs):**

**Assessment of each of the four SLOs** will be a standard requirement for all new (first-time) LA classes (and a stipend will be provided upon submission of the SLO assessment). After the first semester, faculty will be required to assess each of the 4 SLOs at least once every four semesters in which the course is taught (no less than one every semester and each SLO a minimum of once every two years). There will be a standardized assignment, criterion for success, and rubric to evaluate outcomes on each measure, which may be determined by the faculty member in consultation with the LA program office. Sample assignments and rubrics will be provided

- **Knowledge:** The student in an LA course will demonstrate **content/discipline-based learning** gains based on a standardized assessment or rubric to evaluate their content knowledge or skills.

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- Assessment Method: These outcomes/gains will be compared to students in the same course without LAs (if applicable) or before inclusion of the LAs (prior semesters).
- Criterion for Success: Students in LA courses will demonstrate higher gains in knowledge or skills than students in the course without LAs (if applicable).
  - Can be done with pre- and post-tests in LA and non-LA sections to determine changes in learning gains or another method determined by the faculty member in consultation with the LA program.
- **Communication:** The student in an LA course will convey understanding of group work in appropriate formats, venues, and delivery modes.
  - Assessment Method: Faculty members will determine the method in which students will convey their understanding (orally, written, digital or media, etc.) and rate their communication skill on a rubric.
  - Criterion for Success: Students in LA courses will convey understanding of group work through at least one standard communication format at a minimum standard of “meets expectations” on a communication rubric.
- **Critical Thinking:** The student in an LA course will apply **critical thinking skills** to evaluate information, problem solve, and/or develop new projects.
  - Assessment Method: Faculty members will determine the method in which students will apply these critical thinking skills through group work and rate their critical thinking skills on a rubric.
  - Criterion for Success: Students in LA courses will apply critical thinking skills during group work at a minimum standard of “meets expectations” on a critical thinking rubric.
- **Diversity:** The student in an LA course will demonstrate openness to new perspectives and diversity of others, interact respectfully and appropriately with students in their groups, and demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered for the purpose of making progress toward common goals.
  - Assessment Method: This will be assessed by student written descriptions and ratings of their work group as measured on a rubric.
  - Criterion for Success: Students in LA courses will describe their appropriate interactions with group members at a minimum standard of “meets expectations” on a diversity and inclusion rubric.

### **Student Success Outcomes (SSOs):**

**Assessment of the SSOs** will be completed by the LA program office. Faculty teaching LA courses will be asked to have students in their courses complete surveys or assignments to measure SSOs as needed (particularly surrounding **Career/Workforce competencies** and **Inclusion and Belonging/Mattering**).

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- **Retention and Graduation:** Students in LA courses will demonstrate higher retention within their major/progression toward degree (if core major course), institutional retention, and graduation rates (4-year for FTIC students; 2-year for Florida AA transfers) than students not in LA courses.
  - Assessment Method: This will be assessed by IEA data reports and dashboards.
  - Criterion for Success: Students in LA courses will have higher retention rates (major and institutional) and graduation rates than students in non-LA sections of the same or comparable courses by an amount that is determined to be statistically significant. Could include comparison of outcomes with LAs vs semesters pre-LA model implementation.
  
- **Completion of IFP and Gateway courses:** Students in LA courses will demonstrate higher rates of completion of gateway courses (as measured by DFW rates) than students not in LA courses (or as compared to the DFW rate prior to implementation of the LA model).
  - Assessment Method: This will be assessed by IEA data reports and dashboards.
  - Criterion for Success: Intellectual Foundations Program or IFP (defined here as FAU general education/core curriculum courses) and “Gateway courses” (defined here as prerequisite courses for a particular degree program) that have DFW rates greater than or equal to 20% will see a decrease in DFW rates of at least 2 percentage points or 20% of that rate, whichever is greater
    - e.g.: a gateway course with a 21% DFW rate could drop to 19% to meet this metric, a course with 35% DFW would drop 7 percentage points or to a 28% DFW rate to meet this metric
  
- **Equity:** Students from historically underrepresented backgrounds will demonstrate significant gains in the above measures (retention, progression toward degree, graduation rates, and overall course DFW rates) as compared to majority students.
  - Assessment Method: This will be assessed by IEA data reports and dashboards.
  - Criterion for Success: Students who identify as Black/African American, Hispanic/Latino, or American Indian/Alaska native or students who are underrepresented historically in that course or degree program will have greater percentage gains than majority students by at least 5% in areas of retention, progression toward degree, graduation rates, and overall course DFW rates OR will have statistically significant higher outcomes than students of the same background not in an LA section of the course.
  
- **Career/Workforce competencies:** Students in LA courses will describe how they developed at least 2 NACE career competencies; LAs will describe how they developed at least 5 NACE career competencies.
  - Assessment Method: This will be assessed by student written descriptions of how they have developed these skills in the LA course or as an LA measured on a career competency rubric.
  - Criterion for Success: LAs and students in LA courses will describe how their experience in the LA position or LA course has developed NACE competencies at a minimum standard of “meets expectations” on a career competency rubric.

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- **Inclusion and Belonging/Mattering:** Students who take at least one LA course during the semester will rate improved feelings of inclusion and belonging as compared to prior to taking an LA course.
  - Assessment Method: This will be assessed through a survey that asks varied questions to determine feelings of inclusivity and belonging/mattering.
  - Criterion for Success: Students who have taken a course with LAs will rate feelings of inclusion and belonging on an average of 4.0 or higher on a 5 point Likert scale.

\*We can have assessments that measure things like critical thinking and student inclusion and belonging and career competencies as program-wide pre- post-course surveys for all courses - so program based, not course based - then measure overall effectiveness of the LA program in doing these things AND can break it down by course to see which courses have most success in these areas.

We will also build elements into the LA evaluation process to measure their growth in both SLO and SSO areas.