

FLORIDA SOUTHWESTERN STATE COLLEGE

QUALITY ENHANCEMENT PLAN (QEP)

IMPLEMENTATION YEAR 4: 2015-2016

ANNUAL REVIEW

For additional details or further analysis not provided in the report please contact
Dr. Eileen DeLuca, Associate Vice President, Academic Affairs and QEP Director
(Eileen.DeLuca@fsw.edu, 239-985-3498)

Or

Dr. Joseph van Gaalen, Director, Academic Assessment
(Joseph.VanGaalén@fsw.edu, 239-433-6965)

GOALS AND INTENDED OUTCOMES OF THE QEP:

The goal of Florida SouthWestern State College's QEP is to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills.

1. Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.
2. Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement.
3. As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.
4. As the staff and administrators complete the Cornerstone Experience professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

DISCUSSION OF CHANGES MADE TO THE QEP AND THE REASONS FOR MAKING THOSE CHANGES:

During the spring 2013 Florida Legislative Session, the Florida Senate introduced Senate Bill 1720 (SB 1720) which included revised requirements for the common placement test to assess basic computation and communication skills of students who intend to enter a public postsecondary education degree program. SB 1720 and subsequently some of its components were realized in Florida Statute 1008.30(4)(a). The statute provides that a large number of students will now be exempt from college placement testing. Due to these legislative changes, placement testing would not serve the purpose it did in implementation year one and two for identifying the population with remedial needs. Therefore, the original implementation timeline was advanced so that the requirement for "All FTIC degree-seeking students" to take and successfully complete the course began in implementation year three (2014-2015) rather than waiting until implementation year four.

After implementation year one, the QEP Assessment Subcommittee revised the SENSE and CCSSE goals based on data trends. An increase of 5% over the previous year's goals each year was deemed unrealistic, especially when FSW is scoring above the comparative weighted scores. The subcommittee concluded that the new goal should be scoring 3% above the comparative "extra-large college" weighted scores for the given year. This way, the College would not be "competing against itself" to the point where it would not be able to show additional gains.

Based on a review of assessment data from AY 2014-2015, the QEP Assessment Subcommittee and the SLS faculty re-evaluated the SmarterMeasure Learning Readiness Indicator and the California Critical Thinking Disposition Inventory vis-à-vis other available assessment tools. The faculty supported adoption of the Conley Readiness Index (CRI). Beginning fall 2015, CRI scores are reported as a measure of Success Strategy and Critical Thinking achievement.

QEP'S IMPACT ON STUDENT LEARNING AND ACHIEVEMENT OF IDENTIFIED GOALS AND OUTCOMES:

During the 2015-2016 academic year, all FTIC degree-seeking students were required to successfully complete SLS 1515. A total of 4,629 were enrolled in the course.

Goal 1: Critical Thinking: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) explore how background experiences impact their values and assumptions and explain how they influence personal relationships; b) demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues; and c) apply intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives.

Measurement 1: Critical Thinking Journal

Outcome: By the end of the spring 2016 semester, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the critical thinking rubric.

Results: The students’ achievement of each dimension (“Clarity,” “Accuracy,” “Relevance,” “Significance,” and “Logic”) of the rubric was measured on a 4-point scale. Table 1 provides the overall means for each dimension by semester. Mean scores are above “3” in all terms for all dimensions. The highest performing dimension during fall 2015 is “Relevance,” at 3.31; during spring 2016, the highest dimension is “Logic,” at 3.38; and during summer 2016, the highest dimension is “Relevance,” at 3.51.

*Table 1. SLS 1515 Overall Critical Thinking Means: Journal (with standard deviation in parentheses). Values are on a 4-point scale. *A faculty team revised the rubric during summer 2014 and the accuracy criterion was removed and the language was updated on some of the other criteria.*

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012 (n=399)	2.73 (0.70)	2.94 (0.64)	3.03 (0.63)	2.92 (0.69)	3.00 (0.66)
Spring 2013 (n=585)	2.82 (0.75)	3.04 (0.73)	3.14 (0.72)	3.06 (0.74)	3.09 (0.72)
Summer 2013 (n=463)	2.91 (0.68)	3.16 (0.60)	3.24 (0.71)	3.21 (0.71)	3.20 (0.64)
Fall 2013 (n=2823)	3.04 (0.71)	3.20 (0.69)	3.37 (0.69)	3.26 (0.68)	3.26 (0.68)
Spring 2014 (n=1179)	3.04 (0.69)	3.33 (0.66)	3.51 (0.65)	3.34 (0.65)	3.35 (0.64)
Summer 2014 (n=604)	2.99 (0.63)	3.48 (0.57)	3.51 (0.58)	3.41 (0.56)	3.35 (0.54)
Fall 2014 (n=2527)	3.09 (0.75)	*	3.40 (0.68)	3.34 (0.71)	3.35 (0.69)
Spring 2015 (n=1140)	3.00 (0.81)	*	3.29 (0.77)	3.30 (0.76)	3.30 (0.76)
Summer 2015 (n=412)	3.01 (0.59)	*	3.45 (0.61)	3.49 (0.60)	3.43 (0.59)
Fall 2015 (n=2280)	3.01 (0.87)	*	3.31 (0.88)	3.29 (0.87)	3.30 (0.86)
Spring 2016 (n=1208)	3.04 (0.73)	*	3.36 (0.74)	3.33 (0.72)	3.38 (0.69)
Summer 2016 (n=314)	3.14 (0.58)	*	3.51 (0.64)	3.49 (0.61)	3.49 (0.63)

Note. In fall 2012, there were ten journal entries and all ten were used to demonstrate achievement. In spring 2013 through summer 2014, seven journal entries were assigned and only the final three were used for summative achievement. In fall 2014 through summer 2016, six journal entries were assigned and only the final three were used for summative achievement.

Table 2 shows the percentage of students scoring “3” or higher for each dimension. In fall 2015, spring 2015, and summer 2015, the stated goals for all domains (“Clarity,” “Relevance,” “Significance,” and “Logic”) were met. “Clarity” continues to be the dimension with the lowest of the overall means.

Table 2. SLS 1515 Critical Thinking Achievement by Rubric Dimension: Journal Assignment % of students scoring '3' or higher.

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012	65%	81%	85%	76%	83%
Spring 2013	67%	81%	53%	78%	83%
Summer 2013	73%	89%	86%	85%	88%
Fall 2013	79%	86%	89%	88%	88%
Spring 2014	80%	90%	92%	91%	92%
Summer 2014	83%	98%	98%	98%	99%
Fall 2014	79%	*	89%	88%	88%
Spring 2015	73%	*	85%	86%	86%
Summer 2015	84%	*	93%	95%	94%
Fall 2015	78%	*	85%	86%	87%
Spring 2016	79%	*	87%	88%	89%
Summer 2016	91%	*	92%	95%	93%

Selected use of results:

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses. Additionally, they offer a workshop entitled “Understanding Plagiarism.”
- Based on faculty submissions and review, anchor papers were established to align with critical thinking domains. The anchor papers with annotations were made available to faculty in fall 2014.
- In June 2016, the SLS faculty met for a “Curriculum Refresh” session. The faculty reviewed course learning outcomes, and discussed revising the journal topics to better align with course outcomes. The revised journal prompts will be implemented in spring 2017.

Measurement 2: Final Essay Assignment

Outcome: By the end of the spring 2016 semester, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the rubric.

Results: The students’ achievement of each dimension (“Clarity,” “Relevance,” “Significance,” and “Logic”) of the rubric was measured on a 4-point scale. Table 3 provides the overall means for each dimension by semester. The stated goals for all domains (“Clarity,” “Relevance,” “Significance,” and “Logic”) were met. “Clarity” continues to be the dimension with the lowest of the overall means.

Table 3. SLS 1515 Overall Critical Thinking Means: Final Essay (with standard deviation in parentheses). Values are on a 4-point scale. *A faculty team revised the rubric during summer 2014 and the accuracy criterion was removed and the language was updated on some of the other criteria.

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012 (n=332)	2.77 (0.70)	2.98 (0.70)	3.22 (0.68)	3.10 (0.74)	3.10 (0.75)
Spring 2013 (n=211)	3.12 (0.65)	3.12 (0.64)	3.31 (0.64)	3.42 (0.66)	3.27 (0.66)
Summer 2013 (n=145)	2.97 (0.65)	3.10 (0.63)	3.26 (0.67)	3.13 (0.70)	3.28 (0.60)
Fall 2013 (n=820)	3.13 (0.69)	3.28 (0.64)	3.41 (0.70)	3.30 (0.70)	3.33 (0.66)
Spring 2014 (n=443)	3.07 (0.73)	3.50 (0.62)	3.56 (0.63)	3.42 (0.65)	3.41 (0.66)
Summer 2014 (n=204)	3.00 (0.56)	3.49 (0.62)	3.45 (0.67)	3.31 (0.61)	3.29 (0.64)
Fall 2014 (n=1900)	3.17 (0.72)	*	3.57 (0.62)	3.41 (0.68)	3.48 (0.61)
Spring 2015 (n=654)	3.15 (0.74)	*	3.62 (0.59)	3.47 (0.69)	3.53 (0.62)
Summer 2015 (n=302)	3.06 (0.60)	*	3.63 (0.55)	3.53 (0.60)	3.55 (0.54)
Fall 2015 (n=2316)	3.28 (0.72)	*	3.68 (0.59)	3.55 (0.65)	3.56 (0.60)
Spring 2016 (n=938)	3.16 (0.68)	*	3.66 (0.57)	3.48 (0.64)	3.56 (0.61)
Summer 2016 (n=429)	3.18 (0.67)	*	3.72 (0.53)	3.54 (0.63)	3.67 (0.54)

Table 4 shows the percentage of students scoring “3” or higher for each dimension. In fall 2015, spring 2016, and summer 2016, the stated goals for all dimensions (“Clarity”, “Relevance,” “Significance”, and “Logic”) were met. “Clarity” continues to be the dimension with the lowest of the overall means.

Table 4. SLS 1515 Critical Thinking Achievement by Rubric Dimension: Final Essay % of students scoring '3' or higher.

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012	68%	80%	89%	79%	83%
Spring 2013	84%	88%	91%	92%	88%
Summer 2013	77%	86%	92%	90%	92%
Fall 2013	84%	91%	89%	87%	90%
Spring 2014	79%	96%	95%	93%	93%
Summer 2014	85%	95%	92%	93%	92%
Fall 2014	84%	*	94%	90%	94%
Spring 2015	81%	*	95%	90%	94%
Summer 2015	85%	*	97%	95%	98%
Fall 2015	86%	*	95%	93%	95%
Spring 2016	85%	*	96%	93%	94%
Summer 2016	88%	*	96%	92%	97%

Selected use of results:

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Beginning fall 2014, revised final essay guidelines were implemented to include a step-by-step outline for successful completion.
- Based on faculty submissions and review, anchor papers were established to align with critical thinking domains. The anchor papers with annotations were made available to faculty in fall 2014.

Measurement 3: Critical Thinking using Critical Thinking Disposition Inventory (CTDI) & Conley Readiness Index (CRI)

Outcome: After completing the Cornerstone Experience course, students will have statistically significant improvement in the following Critical Thinking Dispositions: “Truth Seeking,” “Open-Mindedness,” “Analyticity,” “Systematicity,” “Inquisitiveness,” “Confidence in Reasoning,” and “Maturity in Judgment.”

Results for Critical Thinking Disposition Inventory: A correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre- and post-tests by domain were derived. Table 5 provides the t-test results for all semesters since initial implementation (fall 2012). Since initial implementation (fall 2012), with the exception of “Inquisitiveness,” all learning dimensions have exhibited statistically significant results in at least three of the eight semesters through spring 2015 with fall 2012 exhibiting statistically significant increases in all dimensions. The students’ highest pre-test scores across the semesters have been in “Inquisitiveness” and their lowest scores have been in “Truth-seeking.” “Truth-seeking,” “Open-Mindedness,” “Analyticity,” and “Confidence in Reasoning” exhibit improvements from pre-test to post-test in all terms, although not all improvements are statistically significant. The “Confidence in Reasoning” attribute has exhibited statistically significant improvements in all ten terms. “Analyticity” exhibits a similar rate, with statistically significant improvement in nine of ten terms. The “Truth-seeking” attribute also demonstrates strong results with seven of ten terms exhibiting statistically significant improvement.

In terms of variability, “Systematicity” exhibits the widest variation of any indicator, as high as +1.6 in summer 2014, and as low as -0.5 in fall 2013, a range of 2.1. The Inquisitiveness attribute also exhibits substantial variability from as high as +1.4 in summer 2013 to as low as -0.6 in fall 2013, a range of 1.9. Analyticity is the most stable of all attributes with a range of just 0.9 from highest (+1.3) in spring 2015 to lowest (+0.4) in fall 2013.

Table 5. Significance testing statistics for learning dimensions including difference in means (as +/- from pre-to-post-test), observed t-stat (tobs), probability of difference due to chance (p-value), degrees of freedom (df), and critical t-stat. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post. In some cases, earlier reports did not include p-value when $p < 0.05$, or, in later studies, when $p < 0.001$. These cases are indicated where applicable. *Denote marginal significance as defined by Johnson (2013)¹.

	Truth-seeking	Open Mindedness	Inquisitiveness	Analyticity	Systematicity	Confidence in Reasoning	Maturity of Judgment
Fall 2012 $t_{crit} = 1.97$	t(365)=4.00, p<0.05	t(365)=2.67, p<0.05	t(365)=2.40, p<0.05	t(365)=4.18, p<0.05	t(365)=2.81, p<0.05	t(365)=5.97, p<0.05	t(365)=3.73, p<0.05
Spring 2013 $t_{crit} = 1.97$	t(204)=1.09, p=0.275	t(204)=2.24, p=0.026*	t(204)=0.24, p=0.813	t(204)=3.46, p=0.0007	t(204)=2.08, p=0.039*	t(204)=5.28, p<0.001	t(204)=2.89, p=0.004
Summer 2013 $t_{crit} = 1.98$	t(145)=1.71, p=0.090	t(145)=0.94, p=0.347	t(145)=0.95, p=0.345	t(145)=2.92, p=0.004	t(145)=2.69, p=0.008	t(145)=5.79, p<0.001	t(145)=0.03, p=0.980
Fall 2013 $t_{crit} = 1.97$	t(859)=2.69, p=0.007	t(859)=0.07, 0.941	t(859)=3.10, p=0.002	t(859)=2.26, p=0.024*	t(859)=0.05, p=0.963	t(859)=7.71, p<0.001	t(859)=0.54, p=0.590
Spring 2014 $t_{crit} = 1.97$	t(407)=3.91, p=1.09x10 ⁻⁴	t(407)=3.36, p=8.56x10 ⁻⁴	t(407)=2.83, p=0.907	t(407)=5.00, p=8.72x10 ⁻⁷	t(407)=2.83, p=0.005	t(407)=6.02, p=2.95x10 ⁻⁹	t(407)=3.47, p=5.79x10 ⁻⁴
Summer 2014 $t_{crit} = 1.97$	t(173)=2.14, p=0.034*	t(173)=1.34, p=0.183	t(173)=0.57, p=0.570	t(173)=3.84, p=1.70x10 ⁻⁴	t(173)=4.19, p=4.44x10 ⁻⁵	t(173)=4.98, p=1.52x10 ⁻⁶	t(173)=0.31, p=0.755
Fall 2014 $t_{crit} = 1.97$	t(1848)=5.82, p=7.88x10 ⁻⁸	t(1848)=2.57, p=6.74x10 ⁻⁹	t(1848)= -2.78, p=0.010	t(1848)=6.01, p=0.005	t(1848)=0.55, p=2.30x10 ⁻⁹	t(1848)=13.80, p=2.77x10 ⁻⁴¹	t(1848)= -2.20, p=0.028*
Spring 2015 $t_{crit} = 1.97$	t(764)=4.36, p=7.44x10 ⁻¹²	t(764)=5.46, p=1.51 x10 ⁻⁵	t(764)=0.51, p=0.608	t(764)=7.58, p=9.82x10 ⁻¹⁴	t(764)=2.26, p=0.024	t(764)=11.79, p=1.41x10 ⁻²⁹	t(764)= -0.06, p=0.954
Fall 2015 $t_{crit} = 1.97$	t(268)=0.03, p=0.974	t(268)=0.08, p=0.936	t(268)= -1.11, p=0.178	t(268)=1.61, p=0.108	t(268)= -1.65, p=0.101	t(268)=4.11, p=5.26x10 ⁻⁵	t(268)=0.80, p=0.422
Spring 2016 $t_{crit} = 1.97$	t(148)=1.91, p=0.058	t(148)=1.18, p=0.239	t(148)=0.11, p=0.912	t(148)=2.93, p=0.004	t(148)=1.35, 0.180	t(148)=5.13, p=9.05x10 ⁻⁵	t(148)=0.78, p=0.436

Outcome: After completing the Cornerstone Experience course, students will have statistically significant improvement in all areas of the Key Cognitive Strategies areas of the CRI.

Results for Conley Readiness Index: A χ^2 test for independence of post-test versus pre-test as well as changes in percentage of students responding “Agree” or “Strongly Agree” to questions were derived. Table 6 provides the χ^2 test results along with percentages for all semesters since initial implementation of the new CRI (fall 2012). Since initial implementation (fall 2015), with the exception of “Confirm,” all Key Cognitive Strategies have exhibited statistically significant results in all terms.

Table 6. Conley Readiness Index Key Cognitive Strategies Results: Change in percentage of students responding “Agree” or “Strongly Agree” to questions in the specified topics. Results of a χ^2 test indicated beneath each percentage. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post.

	Construct	Organize	Analyze	Evaluate	Confirm	Monitor	Hypothesize	Strategize	Collect	Identify
Fall 2015	16.6% X ² =67.206 p=2.45x10 ⁻¹⁶	12.7% X ² =42.709 p=6.35x10 ⁻¹¹	16.3% X ² =64.271 p=1.08x10 ⁻¹⁵	14.4% X ² =53.961 p=2.05x10 ⁻¹³	2.9% X ² =3.355 p=0.067	6.7% X ² =13.411 p=0.0003	11.5% X ² =38.552 p=5.33x10 ⁻¹⁰	8.9% X ² =25.008 p=5.71x10 ⁻⁷	11.0% X ² =35.486 p=2.57x10 ⁻⁹	12.5% X ² =50.415 p=1.24x10 ⁻¹²
Spring 2016	17.7% X ² =20.066 p=7.48x10 ⁻⁶	12.9% X ² =11.777 p=0.0006	13.7% X ² =12.079 p=0.0005	13.6% X ² =13.072 p=0.0003	4.6% X ² =2.302 p=0.129	7.1% X ² =4.032 p=0.045	14.0% X ² =14.766 p=0.0001	8.4% X ² =6.113 p=0.013	9.3% X ² =6.748 p=0.009	12.2% X ² =13.099 p=0.0003
Summer 2016	21.5% X ² =38.012 p=7.03x10 ⁻¹⁰	16.7% X ² =26.285 p=2.95x10 ⁻⁷	23.6% X ² =45.233 p=1.75x10 ⁻¹¹	17.1% X ² =27.297 p=1.75x10 ⁻⁷	5.5% X ² =5.272 p=0.022	11.6% X ² =14.593 p=0.0001	15.8% X ² =25.272 p=4.98x10 ⁻⁷	11.1% X ² =15.087 p=0.0001	15.2% X ² =23.704 p=1.12x10 ⁻⁶	15.0% X ² =25.645 p=4.10x10 ⁻⁷

Selected Use of Results:

- Beginning in AY 2014-2015 and continuing in AY 2015-2016, the College offered a “Critical Thinking in Careers” lecture series for students across all campuses. The series featured faculty, administrators, staff, and community leaders each who gave a 30-40 minute talk discussing a critical topic or concern from their area of academic interest. Students were then given the opportunity to ask questions and interact with the topic experts.

- Beginning in AY 2014-2015 and continuing in AY 2015-2016, library faculty continued to offer “Truth-seeking” workshops for students. Information from the workshops includes learning how to evaluate information, credibility of websites, and searching for information on the Internet.
- The summer 2016 Cornerstone Institute’s theme was “General Education” and featured workshops from national expert, Dr. Harrison Kleiner from Utah State University as well as community leader, Don Abbot, and FSW faculty.
- One faculty member attended the International Conference on Critical Thinking in summer 2016 and has committed to leading trainings in AY 2016-2017.
- In department meetings, faculty reviewed the results for each critical thinking domain and discussed ways to model and support the development of critical thinking dispositions in the SLS 1515 course.

Goal 2: Success Skills: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) develop strategies for effective written and verbal communications, use of technology, listening, reading, critical thinking, and reasoning; and b) demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.

Measurement 1: SmarterMeasure Learning Readiness Indicator/ Conley Readiness Index

Outcome: After completing the Cornerstone Experience course, students will have significant improvement in the following indicators: “Personal Attributes,” “Life Factors,” “Technology Knowledge” and “Technology Competency.” Beginning fall 2015, the Conley Readiness Index was adopted as an assessment tool to replace SmarterMeasure.

Results for SmarterMeasure: A correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre- and post-tests by domain were derived. Table 7 provides the t-test results for all semesters since initial implementation (fall 2012). In fall 2014, there was a statistically significant improvement in “Technology Knowledge.” There were decreases in “Personal Attributes” and “Life Factors.” In spring 2015, there was a statistically significant improvement in “Technology Knowledge.” There were decreases in “Personal Attributes” and “Life Factors.” No SmarterMeasure was conducted during the summer 2015 term while faculty piloted a new assessment tool (Conley Readiness Indicator).

*Table 7. Significance testing statistics for SmarterMeasure readiness indicators including observed t-stat (tobs), probability of difference due to chance (p-value), degrees of freedom (df) (listed as t(x)), and critical t-stat. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post. In some cases, earlier reports did not include p-value when $p < 0.05$ or in later studies, $p < 0.001$ and are indicated where applicable. *Denote marginal significance as defined by Johnson (2013)¹.*

	Fall 2012 $t_{crit} = 1.97$	Spring 2013 $t_{crit} = 1.97$	Summer 2013 $t_{crit} = 1.98$	Fall 2013 $t_{crit} = 1.97$	Spring 2014 $t_{crit} = 1.97$	Summer 2014 $t_{crit} = 1.97$	Fall 2014 $t_{crit} = 1.97$	Spring 2015 $t_{crit} = 1.97$
Personal Attributes	-0.2 $t(292)=-0.44$, $p=0.66$	-1.0 $t(200)=-2.01$, $p=0.0464^*$	+0.8 $t(166)=1.81$, $p=0.072$	-0.5 $t(779)=-1.89$, $p=0.0594$	-0.3 $t(430)=-0.90$, $p=0.371$	+0.8 $t(191)=1.89$, $p=0.060$	-0.7 $t(1925)=-3.6$, $p=6.84 \times 10^{-5}$	-1.7 $t(748)=-7.83$, $p=7.60 \times 10^{-10}$
Technology Knowledge	+3.8 $t(292)=7.04$, $p < 0.001$	+4.2 $t(193)=6.37$, $p < 0.001$	+3.1 $t(166)=4.74$, $p < 0.001$	+3.1 $t(775)=8.91$, $p < 0.001$	+3.9 $t(425)=7.72$, $p=9.57 \times 10^{-14}$	+5.5 $t(189)=9.20$, $p=7.09 \times 10^{-17}$	+3.0 $t(1890)=11.6$, $p=3.87 \times 10^{-27}$	+2.3 $t(725)=3.94$, $p=4.78 \times 10^{-9}$
Technology Competency	-0.1 $t(292)=-0.09$, $p < 0.001$	+2.0 $t(194)=2.29$, $p=0.023^*$	+3.0 $t(166)=3.17$, $p=0.002$	-1.0 $t(775)=-1.84$, $p=0.066$	+2.1 $t(426)=3.28$, $p=8.71 \times 10^{-4}$	+0.5 $t(189)=0.48$, $p=0.631$	+0.0 $t(1921)=0.0$, $p=0.891$	+0.6 $t(730)=1.14$, $p=0.342$
Life Factors	-0.4 $t(292)=-0.79$, $p < 0.001$	+0.6 $t(200)=0.86$, $p=0.390$	+2.1 $t(166)=3.57$, $p=0.0005$	-0.2 $t(779)=-0.71$, $p=0.478$	+0.2 $t(431)=0.63$, $p=0.533$	+2.5 $t(191)=4.88$, $p=2.29 \times 10^{-6}$	-1.1 $t(1928)=-5.2$, $p=7.88 \times 10^{-8}$	-1.5 $t(729)=-4.31$, $p=3.42 \times 10^{-6}$

Outcome: After completing the Cornerstone Experience course, students will have statistically significant improvement in all areas of the Key Content Knowledge domain of the CRI.

Results for Conley Readiness Index: A χ^2 test for independence of post-test versus pre-test as well as changes in percentage of students responding “Agree” or “Strongly Agree” to questions were derived. Table 8 provides the χ^2 test results along with percentages for all semesters since initial implementation of the new CRI (fall 2012). Since initial implementation (fall 2015), in three of six indices, Key Content Knowledge areas have exhibited statistically significant results in all terms. The other three, “Attribution”, “Value”, and “Student Effort” exhibit statistically significant results in one of three terms.

Table 8. Conley Readiness Index Key Content Knowledge Results: Change in percentage of students responding “Agree” or “Strongly Agree” to questions in the specified topics. Results of a χ^2 test indicated beneath each percentage. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post.

	Attribution	Value	Challenge Level	Experience with Technology	Structure of Knowledge	Student Effort
Fall 2015	2.1% X ² =1.659 p=0.198	-0.1% X ² =0.002 p=0.958	7.5% X ² =16.391 p=5.20x10 ⁻⁵	10.3% X ² =33.143 p=8.56x10 ⁻⁹	3.8% X ² =5.835 p=0.016	3.0% X ² =3.181 p=0.075
Spring 2016	3.3% X ² =1.118 p=0.290	2.8% X ² =0.915 p=0.339	8.5% X ² =5.697 p=0.017	14.7% X ² =17.059 p=3.60x10 ⁻⁵	6.9% X ² =5.273 p=0.022	5.0% X ² =2.43 p=0.119
Summer 2016	8.5% X ² =10.317 p=0.001	8.4% X ² =10.639 p=0.001	14.0% X ² =21.743 p=3.12x10 ⁻⁶	18.0% X ² =34.709 p=3.83x10 ⁻⁹	8.8% X ² =12.373 p=0.0004	8.7% X ² =8.972 p=0.003

Outcome: After completing the Cornerstone Experience course, students will have statistically significant improvement in all areas of the Learning Skills areas of the CRI.

Results for Conley Readiness Index: A χ^2 test for independence of post-test versus pre-test as well as changes in percentage of students responding “Agree” or “Strongly Agree” to questions were derived. Table 9 provides the χ^2 test results along with percentages for all semesters since initial implementation of the new CRI (fall 2012). Since initial implementation (fall 2015), in three of ten indices, “Collaborative Learning Strategies,” “Information Retention Strategies,” and “Strategic Reading Strategies,” has exhibited statistically significant results in all terms. Two other areas, “Test Taking Strategies” and “Persistence Strategies” has exhibited statistically significant results in two of three terms.

Table 9. Conley Readiness Index Learning Skills Results: Change in percentage of students responding “Agree” or “Strongly Agree” to questions in the specified topics. Results of a χ^2 test indicated beneath each percentage. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post.

	Collaborative Learning Strategies	General Study Strategies	Information Retention Strategies	Note Taking Strategies	Strategic Reading Strategies	Test Taking Strategies	Time Management Strategies	Goal Setting Strategies	Persistence Strategies	Self-Awareness Strategies
Fall 2015	6.9% X ² =11.494 p=6.98x10 ⁻⁴	2.9% X ² =2.185 p=0.139	11.8% X ² =32.805 p=1.02x10 ⁻⁸	-1.0% X ² =0.31 p=0.578	11.9% X ² =33.796 p=6.12x10 ⁻⁹	8.2% X ² =18.365 p=1.80x10 ⁻⁵	3.1% X ² =2.699 p=0.100	2.0% X ² =1.417 p=0.234	3.9% X ² =4.232 p=0.04	2.8% X ² =2.872 p=0.09
Spring 2016	9.4% X ² =5.681 p=0.017	5.7% X ² =2.338 p=0.126	11.6% X ² =8.522 p=0.004	0.3% X ² =0.005 p=0.939	8.9% X ² =5.136 p=0.023	7.1% X ² =3.526 p=0.060	3.1% X ² =0.717 p=0.397	4.3% X ² =1.791 p=0.181	5.3% X ² =2.037 p=0.154	5.1% X ² =2.611 p=0.106
Summer 2016	15.1% X ² =17.853 p=2.39x10 ⁻⁴	13.1% X ² =16.122 p=5.94x10 ⁻⁵	20.1% X ² =29.529 p=5.51x10 ⁻⁸	10.5% X ² =11.807 p=0.0006	18.6% X ² =27.636 p=1.46x10 ⁻⁷	13.1% X ² =15.759 p=7.19x10 ⁻⁵	12.4% X ² =14.426 p=0.0001	10.5% X ² =14.188 p=0.0002	13.7% X ² =17.406 p=3.02x10 ⁻⁵	9.7% X ² =12.708 p=0.0004

Selected use of results:

- Peer Architects continue to receive technology training to be able to support SLS 1515 students.
- The First Year Experience Office continues to offer technology workshops and support college-wide.
- The College partnered with Suncoast Federal Credit Union to offer Financial Literacy Workshops to students, faculty, and staff. Suncoast educators led workshops on each campus during fall 2015 and fall 2016. Based on the success of these workshops, the series will continue during AY 2016-2017.
- Based on data and a review of assessment measures, SLS Faculty and the QEP Assessment Committee implemented a replacement of the SmarterMeasure Learning Readiness Indicator with the Conley Readiness Indicator (CRI) beginning fall 2015.

Measurement 2: Success Strategies Presentation

Outcome: By the end of the spring 2016 semester, 70% of students that complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the rubric.

Results: The students’ achievement of each dimension (“Accuracy,” “Relevance and Demonstration of Application,” “Creativity,” “Effective Group Communication”) of the rubric was measured on a 4-point scale. Table 10 shows the overall means by each rubric dimension. Mean scores are above “3” in all terms for all dimensions. The highest performing dimension in fall 2015, spring 2016, and summer 2016 is “Effective Group Communication,” at 3.54, 3.65, and 3.77 respectively.

Table 10. SLS 1515 Overall Means: Success Strategies Presentation (with Standard Deviations in Parentheses). Values are on a 4-point scale. *A revised rubric was implemented in spring 2013 so scores are not comparable to fall 2012.

	Accuracy	Relevance and Demonstration of Application	Creativity	Effective Group Communication
Fall 2012	*	*	*	*
Spring 2013 (n=187)	3.28 (0.63)	3.23 (0.67)	3.21 (0.70)	3.26 (0.76)
Summer 2013 (n=151)	3.32 (0.70)	3.48 (0.70)	3.40 (0.57)	3.62 (0.67)
Fall 2013 (n=864)	3.40 (0.63)	3.29 (0.70)	3.26 (0.75)	3.42 (0.79)
Spring 2014 (n=487)	3.38 (0.61)	3.36 (0.63)	3.33 (0.71)	3.53 (0.76)
Summer 2014 (n=195)	3.39 (0.57)	3.48 (0.55)	3.35 (0.73)	3.75 (0.58)
Fall 2014 (n=1862)	3.37 (0.64)	3.39 (0.68)	3.34 (0.73)	3.50 (0.77)
Spring 2015 (n=681)	3.44 (0.63)	3.39 (0.63)	3.33 (0.69)	3.59 (0.74)
Summer 2015 (n=308)	3.58 (0.55)	3.52 (0.57)	3.40 (0.74)	3.73 (0.60)
Fall 2015 (n=2089)	3.51 (0.66)	3.42 (0.71)	3.24 (0.79)	3.54 (0.80)
Spring 2016 (n=882)	3.50 (0.64)	3.42 (0.67)	3.35 (0.69)	3.65 (0.68)
Summer 2016 (n=392)	3.43 (0.64)	3.56 (0.61)	3.44 (0.65)	3.77 (0.57)

As demonstrated in Table 11 below, the students continue to meet the stated goal of 70% scoring “3” or higher) in every dimension.

Table 11. SLS 1515 Success Strategies by Rubric Dimension: Group Presentation % of students scoring '3' or higher. *A revised rubric was implemented in spring 2013 so scores are not comparable to fall 2012.

	Accuracy	Relevance and Demonstration of Application	Creativity	Effective Group Communication
Fall 2012	*	*	*	*
Spring 2013	90%	90%	86%	86%
Summer 2013	88%	89%	97%	95%
Fall 2013	94%	90%	86%	88%
Spring 2014	94%	94%	89%	90%
Summer 2014	96%	98%	89%	90%
Fall 2014	93%	91%	87%	90%
Spring 2015	94%	94%	89%	92%
Summer 2015	97%	96%	96%	96%
Fall 2015	92%	90%	83%	90%
Spring 2016	94%	92%	90%	92%
Summer 2016	95%	97%	95%	95%

Selected use of results:

- The First Year Experience Office continues to offer group communication workshops and various workshop related to giving presentations.
- Guidelines for the Group Presentation were updated and implemented in fall 2015 to allow students to include a focus on Career Success. This change will help better align the assessments to meet state frameworks for School of Business and Technology (SoBT) degree completers.

Measurement 3: Success Strategies Survey

Baseline data was collected in 2012-2013, and subsequently the following goals were set for student report of strategy acquisition. Upon completion of the SLS 1515 course, 75% of respondents will report usage or application for “Cognitive,” “Goal attainment” and “Campus engagement” survey items. Upon completion of the SLS 1515 course, 30% of respondents will report substantial improvement for the skills (non-Likert rating scale) items.

Results: The categories derived from the analysis included Cognitive Strategies, Goal Attainment Strategies, Communication Strategies, and Communication. Table 12, 13, 14, and 15 below display the results to the “Choose all that Apply,” Likert Scale, and Rating Scale items.

Table 12. Percentage of Respondents Reporting Utilization of Cognitive and Goal Attainment Strategies. *Item did not appear on survey. The “New Student Programs” category was added in spring 2014 and replaced two categories that were formerly measured separately, “Peer Mentoring” and “FYE Staff or Academic Coaching.”

	Academic Success Centers	Career Services	Peer Mentoring	Peer Tutoring	FYE Staff or Academic Coaching	Advising Staff	Financial Aid Staff	Library Staff	New Student Programs
Fall 2012	93%	48%	40%	28%	40%	55%	50%	60%	*
Spring 2013	95%	55%	61%	38%	75%	70%	61%	68%	*
Summer 2013	82%	54%	58%	34%	62%	76%	72%	66%	*
Fall 2013	85%	33%	47%	22%	49%	64%	48%	48%	*
Spring 2014	87%	49%	*	34%	*	79%	69%	59%	72%
Summer 2014	96%	70%	*	48%	*	81%	78%	81%	89%
Fall 2014	80%	41%	*	31%	*	71%	53%	55%	53%
Spring 2015	87%	34%	*	28%	*	78%	60%	62%	55%
Summer 2015	84%	41%	*	37%	*	74%	62%	73%	73%
Fall 2015	82%	31%	*	30%	*	76%	51%	54%	65%
Spring 2016	82%	26%	*	25%	*	75%	58%	55%	65%
Summer 2016	90%	43%	*	50%	*	78%	75%	69%	89%

Selected use of results:

- Beginning fall 2014 and continuing in AY 2015-2016, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. First Year Experience, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- Beginning in fall 2016 Student Affairs unveiled the Academic Advising, Career and Transfer Center (ACT) to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life hosted a Career Fair and related workshops (e.g. Resume Writing, and Interview Skills). Additionally, the College has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

Table 13. Percentage of Respondents Reporting Participation in Campus Engagement Activities.

	FYE Activities	Student Life Activities	Academic Success and FYE Workshops	Clubs	Service Saturday	Intramural sports	Career Events	Lighthouse Commons Activities or Events
Fall 2012	38%	68%	44%	27%	35%	6%	59%	12%
Spring 2013	79%	61%	63%	30%	26%	7%	30%	21%
Summer 2013	69%	65%	90%	10%	0%	4%	6%	21%
Fall 2013	74%	74%	69%	17%	16%	4%	21%	10%
Spring 2014	80%	69%	89%	15%	27%	5%	30%	12%
Summer 2014	93%	56%	85%	15%	19%	11%	26%	26%
Fall 2014	78%	65%	84%	21%	19%	10%	22%	24%
Spring 2015	74%	69%	82%	14%	18%	3%	19%	13%
Summer 2015	65%	56%	93%	12%	17%	6%	10%	24%
Fall 2015	77%	72%	87%	25%	25%	6%	19%	15%
Spring 2016	74%	47%	90%	15%	21%	10%	27%	8%
Summer 2016	69%	44%	95%	9%	7%	5%	11%	14%

Selected use of results:

- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses. Additionally, the offer a workshop entitled “Understanding Plagiarism.”
- Beginning fall 2014 and continuing in AY 2015-2016, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. First Year Experience, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- The College partnered with Suncoast Federal Credit Union to offer Financial Literacy Workshops to students, faculty, and staff. Suncoast educators led workshops on each campus during fall 2015 and fall 2016. Based on the success of these workshops, the series will continue during AY 2016-2017.

Table 14. Percentage of Respondents Reporting Substantial Improvement in Goal Attainment, Communication, and Cognitive Strategies.

	Arriving to class on time.	Attending class.	Reviewing the course schedule.	Using the calendar or lists.	Working on large projects incrementally.	Using small group communication skills.	Participating and asking questions when appropriate.	Forming a relationship with other students.	Meeting with the professor outside of class for help.	Thinking critically about texts and lectures.
Fall 2012	5%	10%	10%	18%	23%	35%	23%	20%	10%	36%
Spring 2013	7%	7%	20%	26%	27%	33%	33%	24%	28%	39%
Summer 2013	6%	4%	19%	25%	21%	25%	27%	22%	20%	20%
Fall 2013	6%	7%	13%	20%	18%	21%	21%	18%	22%	19%
Spring 2014	12%	9%	22%	13%	29%	35%	36%	30%	36%	40%
Summer 2014	8%	12%	19%	27%	24%	38%	15%	19%	23%	31%
Fall 2014	9%	9%	19%	22%	24%	31%	27%	29%	34%	30%
Spring 2015	11%	9%	21%	28%	32%	39%	34%	37%	43%	32%
Summer 2015	4%	4%	20%	21%	16%	27%	26%	26%	18%	28%
Fall 2015	6%	6%	20%	24%	29%	34%	27%	27%	39%	32%
Spring 2016	11%	11%	16%	19%	23%	22%	22%	29%	33%	24%
Summer 2016	7%	5%	22%	29%	24%	32%	22%	26%	35%	32%

Selected use of results:

- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee began sending a periodic “Did You Know?” newsletter with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered a TLC Workshop on “Best Practices” as related to SENSE and CCSSE benchmarks.

- Beginning fall 2014 and continuing in AY 2015-2016, SENSE and CCSSE results and related tips were disseminated through a monthly Academic Assessment Newsletter.

Table 15. Percentage of Students Reporting Application of Communication and Goal Attainment Strategies.

	Choosing a major	Choosing a career goal	Forming relationships	Changing study habits	Communicating with others	Researching professors for future classes	Appreciating diversity
Fall 2012	69%	59%	67%	80%	72%	56%	62%
Spring 2013	57%	69%	73%	80%	80%	65%	78%
Summer 2013	84%	88%	77%	81%	84%	67%	81%
Fall 2013	63%	65%	57%	72%	69%	61%	65%
Spring 2014	66%	58%	69%	74%	84%	63%	79%
Summer 2014	76%	84%	64%	88%	80%	68%	72%
Fall 2014	58%	59%	57%	63%	70%	54%	53%
Spring 2015	52%	57%	62%	64%	74%	59%	60%
Summer 2015	61%	73%	68%	74%	79%	60%	62%
Fall 2015	61%	57%	56%	67%	69%	54%	60%
Spring 2016	53%	59%	60%	71%	67%	58%	59%
Summer 2016	65%	74%	63%	70%	83%	65%	67%

Selected use of results:

- Beginning with the fall 2015 registration cycle and continuing throughout AY 2015-2016, the Enrollment Management Team combined the academic advising process for new incoming Freshmen into New Student Orientation sessions.
- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017.
- Beginning fall 2014 and continuing in AY 2015-2016, the college offered a “Critical Thinking in Careers” lecture series for students. The series features faculty, administrators, staff and community leaders. Beginning AY 2015-2016, the series was formally assessed through student evaluations.
- Beginning in fall 2016, Student Affairs unveiled the Academic Advising, Career and Transfer Center (ACT) to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Engagement hosted a Career Fair and related workshops (e.g. Resume Writing, and Interview Skills). The College has also contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

Goal 3: Retention Persistence and Graduation Rates: Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.

Measurement 1: Within-Course Completion Rates

Outcome: Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 80% with a “C” or better.

Results: Table 16 below shows the pass rates by campus and semester. During AY 2015-2016 the lowest pass rates were in spring (70%) and the highest were in the summer (97%).

Table 16. SLS 1515 Within-Course Success Rates (%Passing, A-C) by term.

	Charlotte	Collier	Hendry Glades	Lee	FSW Online	College Total
Fall 2012	74%	84%	87%	75%	~	77%
Spring 2013	83%	69%	53%	70%	~	70%
Summer 2013	77%	93%	84%	87%	~	87%
Fall 2013	80%	78%	77%	75%	~	76%
Spring 2014	76%	76%	75%	70%	~	73%
Summer 2014	78%	87%	100%	86%	~	86%
Fall 2014	85%	84%	90%	81%	~	82%
Spring 2015	79%	78%	77%	70%	~	73%
Summer 2015	84%	84%	~	90%	~	88%
Fall 2015	88%	88%	81%	82%	75%	84%
Spring 2016	76%	73%	79%	70%	77%	72%
Summer 2016	97%	93%	80%	90%	~	91%

Selected use of results:

- During AY 2014-2015 and continuing in AY 2015-2016, "Early Alert" was restructured to be housed in the Advising Office. This has enhanced a case-based advising approach focused on student retention.
- The first "learning community" was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. Due to its success, a linked SLS 1515 and MAT 1033 course was offered on Lee Campus in fall 2015. Based on the continued success, in fall 2016 linked ENC 1101 and SLS 1515 will be offered on Lee Campus.

Measurement 2: Term-to-term retention reports

Outcome: Using AY 2011-12 baseline data, term-to-term retention will increase by 5% each year.

- ❖ Baseline for students enrolled in two or more developmental studies, AY 11-12 and 12-13.
- ❖ Baseline for students enrolled in any developmental studies, AY 13-14.
- ❖ Baseline for students without developmental studies, AY 14-15 and AY 15-16.

Results of term-to-term retention studies: Table 17, 18, and 19 demonstrate the term-to-term comparisons between the baseline year and implementation years using the 2012 developmental requirement (Table 17), the 2013 developmental requirement (Table 18), and non-developmental requirement (Table 19). In all implementation years (1, 2, 3, and 4) retention rates were higher for students testing in developmental course than they were in 2011-2012 (the year before the implementation of the SLS 1515 course and FYE Program). In 2015-2016, the fall to spring retention rates were significantly higher for students testing in developmental courses than they were in 2011-2012. For term-to-term retention for both AY 2014-15 and AY 2015-16 establishes baseline data for students without developmental studies.

Table 17. Comparison of term-to-term retention for students testing into developmental courses under the requirement for 2012 baseline data (i.e. tested into two or more developmental areas).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	743	662	842	527	531
Spring	561 (75.5%)	505 (76.3%)	687 (81.6%)	443 (84.1%)	433 (81.5%)

For term-to-term retention, $\chi^2=6.587$, 1 d.f., $P=0.010$. Based on results of a Fisher's Exact Test for independence, students that tested into two or more developmental courses in AY 2015-16 do not have a significantly higher rate of retention than those in AY 2011-12.

Table 18. Comparison of term-to-term retention for students testing into developmental courses under the requirement for 2013 baseline data (i.e. tested into any developmental area).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	1544	1456	1671	1153	1065
Spring	1190 (77.1%)	1123 (77.1%)	1345 (80.5%)	960 (84.1%)	884 (83.0%)

For term-to-term retention, $\chi^2=13.60$, 1 d.f., $P=0.0002$. Based on results of a chi-squared test for independence, students that tested into any one developmental course in AY 2015-16 have a significantly higher rate of retention than those in AY 2011-12.

Table 19. Comparison of term-to-term retention for students not testing into any developmental courses under the requirements for the 2014 baseline data (i.e. not testing into any developmental course).

	AY 2014-15	AY 2015-16
Fall	1160	1199
Spring	935 (80.6%)	1040 (86.7%)

Measurement 3: Year-to-year retention reports

Outcome: Using AY 2011-12 baseline data, year-to-year retention will increase by 3% each year.

- ❖ Baseline for students enrolled in two or more developmental studies, AY 11-12 and 12-13.
- ❖ Baseline for students enrolled in any developmental studies, AY 13-14 and 14-15.
- ❖ Baseline for students without developmental studies, AY 15-16.

Results of year-to-year retention studies: Tables 20, 21, and 22 demonstrate the term-to-term comparisons between the baseline year and implementation years using the 2012 developmental requirement (Table 20), the 2013 developmental requirement (Table 21), and non-developmental requirement (Table 22). In both cases (baseline using 2012 requirement and 2013 requirement), there exists a consistent trend of increased retention rates for students testing in developmental courses from AY 2011-2012 (the year before the implementation of the SLS 1515 course and FYE Program) to AY 2015-16. For year-to-year retention for both AY 2014-15 and AY 2015-16 establishes baseline data for students without developmental studies.

Table 20. Comparison of year-to-year retention for students testing into developmental courses under the requirement for 2012 baseline data (i.e. tested into two or more developmental areas).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	743	662	842	527	531
Fall	368 (49.5%)	339 (51.2%)	432 (51.3%)	303 (57.5%)	290 (54.6%)

For year-to-year retention, $\chi^2=3.206$, 1 d.f., $P=0.073$. Based on results of a chi-squared test for independence, students that tested into two or more developmental courses in AY 2015-16 do not have a significantly higher rate of retention than those in AY 2011-12.

Table 21. Comparison of year-to-year retention for students testing into developmental courses under the requirement for 2013 baseline data (i.e. tested into any developmental area).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	1544	1456	1671	1153	1065
Fall	790 (51.2%)	737 (50.6%)	869 (52.0%)	680 (59.0%)	614 (57.7%)

For year-to-year retention, $\chi^2=10.67$, 1 d.f., $P=0.001$. Based on results of a chi-squared test for independence, students that tested into two or more developmental courses in AY 2015-16 have a significantly higher rate of retention than those in AY 2011-12.

Table 22. Comparison of year-to-year retention for students not testing into any developmental courses under the requirements for the 2014 baseline data (i.e. not testing into any developmental course).

	AY 2014-15	AY 2015-16
Fall	1160	1199
Spring	678 (58.4%)	756 (63.1%)

Selected use of results:

- A class observation program continued to allow prospective faculty to observe successful faculty in order to better prepare them to teach the course, leading to better success rates.
- The first "learning community" was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. Due to its success, a linked SLS 1515 and MAT 1033 course was offered on Lee Campus in fall 2015. Based on the continued success, in fall 2016 linked ENC 1101 and SLS 1515 sections will be offered on Lee Campus.
- Beginning with the fall 2015 registration cycle and continuing throughout AY 2015-2016, the Enrollment Management Team combined the academic advising process for new incoming freshmen into New Student Orientation sessions.
- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee sent a periodic "Did You Know?"

newsletter with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.

- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered TLC Workshops on “Best Practices” as related to SENSE and CCSSE benchmarks.

Measurement 4: Cohort Graduate Reports

Outcome: This analysis will use the cohort graduation rate associated with students that entered ESC/FSW as FTIC during AY 10-11.

- ❖ Cohorts from AY 12-13 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline.
- ❖ Cohorts from AY 13-14 and AY 14-15 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline.
- ❖ Cohort from AY 15-16 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline.

Results for Cohort Graduation Reports: Table 23 demonstrates the cohort graduation rates for FTIC degree-seeking (primary degree/program is any AS or AA program; no baccalaureate programs included) at the two-year mark and three-year mark (150%). Two-year graduation rates have increased from 1.6% to 3.6% over the time of study. Three-year (150%) graduation rates are up from 9.6% to 10.1% over the time of study.

Table 23. Comparison of cohort graduation rates for FTIC degree-seeking, non-transfer students.

	2yr Graduation rate	3yr Graduation rate
AY 2010-2011	37/2382 (1.6%)	228/2382 (9.6%)
AY 2011-2012	38/2262 (1.7%)	199/2262 (8.8%)
AY 2012-2013	36/1930 (1.9%)	169/1930 (8.8%)
AY 2013-2014	82/2291 (3.6%)	231/2291 (10.1%)

Selected use of results:

- The first "learning community" was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. Due to its success, a linked SLS 1515 and MAT 1033 course was offered on Lee Campus in fall 2015. Based on the continued success, in fall 2016 linked ENC 1101 and SLS 1515 sections will be offered on Lee Campus.
- Beginning with the fall 2015 registration cycle and continuing throughout AY 2015-2016, the Enrollment Management Team combined the academic advising process for new incoming freshmen into New Student Orientation sessions.

- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017.

Measurement 5: Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36

Outcome: Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.

Results for SIR II Outcomes: Table 24 below provides the means for SLS 1515 and comparative four-year institutions. For every semester's SIR II administration, since implementation (fall 2012) the overall mean score for the "Course Outcome" and "Student Effort and Involvement" exceeded the comparative mean for four-year institutions. Beginning in fall 2015, the SIR II will be replaced by the Student Evaluation of Instruction (SEI), which is measured on a 4-point scale, and does not show comparisons outside the college.

Table 24. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Course Outcome (29, 30, 31, 32, 33)	Florida SouthWestern	4.2	4.3	4.2	3.9	4.2	3.9	4.1
	Comparative 4-Yr Institution	3.8	3.8	3.8	3.8	3.8	3.8	3.8
Student Effort & Involvement (34, 35, 36)	Florida SouthWestern	4.0	4.0	4.2	3.8	3.9	3.8	3.9
	Comparative 4-Yr Institution	3.7	3.7	3.7	3.7	3.7	3.7	3.7

Selected use of results:

- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014 and due to its success another boot camp was offered in August 2015 and August 2016. This two-day session provided extended training to new faculty just prior to the beginning of the semester. Along with a series of workshops and a session to build Canvas courses, veteran faculty interacted with new faculty to provide specific tips, methods, and strategies.
- A class observation program continued to allow prospective faculty to observe successful faculty in order to better to prepare them to teach the course, leading to better success rates.
- Beginning fall 2014 and continuing in AY 2015-2016, all new adjunct faculty were assigned faculty mentors to provide support. In addition, faculty mentors observed adjunct faculty using and standardized observation instrument and provide feedback on instruction and classroom management.

In fall 2015 the SIR II was replaced with the Student Evaluation of Instruction (SEI). In this survey, the Student Effort and Involvement questions are encompassed by SEI Question 1, and SEI SLS 1515 course-specific questions #1 and #2. Results are shown in Table 25 below. SEI 1 reads "I was able to learn well from my professor's style of presentation." Course-specific question #1 reads "I was motivated to utilize

college resources (Writing Center, Math Lab, Peer Tutoring, etc.)” and #2 reads “My professor created a positive classroom environment where I could learn from my peers.”

Table 25. SEI Positive response: SEI percentage responding “Agree” or “Strongly Agree”.

	Fall 2015	Spring 2016
SEI #1	96%	99%
SEI SLS-Specific #1	95%	95%
SEI SLS-Specific #2	97%	97%

Goal 4: Student Satisfaction and Engagement: Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement. The success of this measure will be demonstrated through the quality of student/student, student/faculty, and student/college engagement.

Measurement 1: Engaged Learning items from the SENSE: 19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2

Outcome: During the 2015-2016 academic year, the college’s scores in the Engaged Learning benchmark will be 3% above the comparative "extra-large college" weighted scores.

Results for Student Satisfaction and Engagement: As demonstrated in Table 26 below, the FSW’s weighted scores in the Engaged Learning benchmark in fall 2015 were 1% higher than the comparative “extra-large college” weighted scores.

Table 26. Florida SouthWestern State College SENSE Survey Results. E_w denotes Edison (FSW) weighted score, XLC_w denotes extra-large college weighted score, % Diff denotes percent difference between two scores. *Baseline scores before implementation of FYE Course and Program.

	Engaged Learning Benchmark		
	E_w	XLC_w	% Difference
Fall 2011*	49	49	0%
Fall 2012	51.4	49.3	4%
Fall 2013	53.5	49.7	8%
Fall 2014	52	50	4%
Fall 2015	49.2	48.6	1%

Selected use of results:

- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee sent a periodic “Did You Know?” newsletter with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered TLC Workshops on “Best Practices” as related to SENSE and CCSSE Benchmarks.
- Beginning fall 2014 and continuing in AY 2016-2017, SENSE and CCSSE results and related tips are disseminated through a monthly Academic Assessment Newsletter.

Selected use of results:

- The College continues to provide faculty training through the TLC and through the Community of Practice Meetings.
- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014 and due to its success was offered again in August 2015 and August 2016. This two-day session provided extended training to new faculty just prior to the beginning of the semester. Along with a series of workshops and a session to build Canvas courses, veteran faculty interacted with new faculty to provide specific tips, methods, and strategies.
- The summer 2016 Cornerstone Institute's theme was "General Education" and featured workshops from national expert, Dr. Harrison Kleiner from Utah State University as well as community leader, Don Abbot, and FSW faculty.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee sent a periodic "Did You Know?" newsletter with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered TLC Workshops on "Best Practices" as related to SENSE and CCSSE benchmarks.
- Beginning fall 2014 and continuing in AY 2015-2016, SENSE and CCSSE results and related tips were disseminated through a monthly Academic Assessment Newsletter.

In fall 2015 the SIR II was replaced with the Student Evaluation of Instruction (SEI). In this survey, the Faculty/Student Interaction questions are encompassed by SEI Questions 2, 4, 6, 12, and 13. Results are shown in Table 30 below. SEI 2 reads "I received timely feedback on my work." SEI 4 reads "My professor was open to questions or comments." SEI 6 reads "My professor was willing to adapt his/her teaching to meet the needs of the class." SEI 12 reads "My professor treats students with respect." And finally, SEI 13 reads "My professor was available to help me outside of class (email, office hours, Canvas)."

Table 30. SEI Positive response: SEI percentage responding "Agree" or "Strongly Agree".

	Fall 2015	Spring 2016
SEI #2	93%	96%
SEI #4	96%	98%
SEI #6	91%	94%
SEI #12	95%	98%
SEI #13	91%	95%

Measurement 4: Qualitative data from focus group responses

Results for Focus Group Study: Focus group responses were analyzed and discussion of student satisfaction and engagement will be coded. The codes are grouped into concepts and categories that lead faculty and staff to understand the elements of the course and extracurricular activities that increased students' satisfaction and engagement. Table 31 provides the resulting categories and concepts for each semester.

Table 31. Major Categories from Focus Group Responses.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Categories	Concepts	Concepts	Concepts	Concepts
Learning and Acquisition	Learning about College Resources	Learning about College Resources	Learning about College Resources	Learning about College Resources
Learning and Acquisition	Gaining and Valuing “Self-Awareness”	Gaining and Valuing “Self-Awareness”	Gaining and Valuing “Self-Awareness”	Gaining and Valuing “Self-Awareness”
Learning and Acquisition	Learning “Time Management” and Course Success Strategies	Learning “Time Management” and Course Success Strategies	Learning “Time Management” and Course Success Strategies	Learning “Time Management” and Course Success Strategies
Learning and Acquisition	Learning and Valuing Critical Thinking Skills	Learning and Valuing Critical Thinking Skills	Learning and Valuing Critical Thinking Skills	Learning and Valuing Critical Thinking Skills
Learning and Acquisition	Valuing and Critiquing Journal Assignment	Valuing and Critiquing Journal Assignment	Valuing and Critiquing Journal Assignment	Valuing and Critiquing Journal Assignment
Academic and Affective Support	Valuing Faculty and Reporting Positive Interactions	Valuing Faculty and Reporting Positive Interactions	Valuing Faculty and Reporting Positive Interactions	Valuing Faculty and Reporting Positive Interactions
Academic and Affective Support	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment
Academic and Affective Support	Valuing Peer Architects	Valuing Peer Architects	Valuing Peer Architects	Valuing Peer Architects
Academic and Affective Support	Critiquing Lack of Textbook Usage	Critiquing Lack of Textbook Usage	Critiquing Lack of Textbook Usage	Critiquing Lack of Textbook Usage
Academic and Affective Support	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence
Campus/ College Engagement	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices
Campus/ College Engagement	Recommending Multi-Modal Dissemination of Campus Event Information	Recommending Multi-Modal Dissemination of Campus Event Information	Recommending Multi-Modal Dissemination of Campus Event Information	Recommending Multi-Modal Dissemination of Campus Event Information
Campus/ College Engagement	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Experiencing Diversity

Selected use of results:

- Beginning fall 2014 and continuing in AY 2015-2016, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- Beginning in AY 2014-2015 and going forward, all FTIC degree-seeking students were required to enroll in and successfully complete SLS 1515. The QEP Assessment Subcommittee supported conducting focus groups in the spring and fall, but phasing out the open forum focus groups as all student populations have been sampled and the codes and categories continue to carry the same themes. The major themes continue to inform improvement efforts.

Goal 5: Faculty Application of New Knowledge: As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.

Measurement 1: Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a

Outcome: During the 2015-2016 academic year, ESC/FSW scores in the Academic Challenge items will be 3% above the comparative "extra-large college" weighted scores.

Results of CCSSE Benchmark: As demonstrated in Table 32 below, the College scored only slightly higher on the Academic Challenge benchmark weighted score. However, FSW's scores have been consistently above the mean (50) of the entire sample of colleges and slightly above the comparative "extra-large college" weighted score although not by 3% until 2016, in which it was 4.4%.

Table 32. ESC/FSW CCSSE Survey Results. E_w denotes Edison (FSW) weighted score, XLC_w denotes extra-large college weighted score, % Diff denotes percent difference between two scores.

	Academic Challenge Benchmark		
	E _w	XLC _w	% Difference
2013	50.3	50.0	1%
2014	50.2	50.0	0.4%
2015	50.2	50.1	0.2%
2016	52.3	50.0	4.4%

Measurement 2: Professional Development Surveys

Outcome: Following completion of the professional development modules, 80% of trained faculty will report using critical thinking and first-year student success strategies as measured on Likert scale items.

Results of Professional Development Surveys: Table 33 demonstrates that in AY 2015-2016 100.0% of the completers reported applying strategies, exceeding the stated goal by 20%.

Table 33. Faculty Professional Development Survey Results: Percentage of Respondents Applying Strategies.

Training Content	Fall 2012	Spring / Summer 2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
Critical Thinking	79.0%	100.0%	92.9%	100.0%	100.0%
Success Strategies	79.0%	100.0%	92.9%	100.0%	100.0%

Selected use of results:

- One faculty member attended the International Conference on Critical Thinking in summer 2016 and has committed to leading trainings in AY 2016-2017.
- The College continues to provide faculty training through the Teaching and Learning Center (TLC) and through the Community of Practice Meetings.
- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014 and due to its success was offered again in August 2015 and August 2016. This two-day session provided extended training to new faculty just prior to the beginning of the semester. Along with a series of workshops and a session to build Canvas courses, veteran faculty interacted with new faculty to provide specific tips, methods, and strategies.
- The summer 2016 Cornerstone Institute's theme was "General Education" and featured workshops from national expert, Dr. Harrison Kleiner from Utah State University as well as community leader, Don Abbot, and FSW faculty.
- Beginning with the fall 2014 and continuing in the AY 2015-2016 registration cycle, advisors added a "life factors" (outside commitment) component to the initial advising conversation and have a related item on the student self-appraisal survey.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee sent a periodic "Did You Know?" newsletter with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.

Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered TLC Workshops on "Best Practices" as related to SENSE and CCSSE benchmarks.

Measurement 3: SIR II Communication items: 6, 7, 8, 9 and 10

Outcome: Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.

Results of SIR II Report: Table 34 below provides the means for SLS 1515 and comparative four-year institutions. For all SIR II administrations since initial implementation, the overall mean score for the "Communication" items exceeded the comparative mean for four-year institutions.

Table 34. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Communication (6, 7, 8, 9, 10)	Florida SouthWestern	4.7	4.7	4.6	4.5	4.7	4.5	4.7
	Comparative 4-Yr Institution	4.6	4.4	4.4	4.4	4.4	4.4	4.4

Selected Use of Results:

- The College continues to provide faculty training through the TLC and through the Community of Practice Meetings.
- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014 and due to its success was offered again in August 2015. This two-day session provided extended training to new faculty just prior to the beginning of the semester. Along with a series of workshops and a session to build Canvas courses, veteran faculty interacted with new faculty to provide specific tips, methods, and strategies.

In fall 2015 the SIR II was replaced with the Student Evaluation of Instruction (SEI). In this survey, the Communication questions are encompassed by SEI Questions 3, 7, and 10. Results are shown in Table 35 below. SEI 3 reads "The grading policies for this course were clearly explained." SEI 7 reads "The professor's use of technology enhanced my learning." And SEI 10 reads "My professor displayed enthusiasm when teaching."

Table 35. SEI Positive response: SEI percentage responding "Agree" or "Strongly Agree".

	Fall 2015	Spring 2016
SEI #3	93%	97%
SEI #7	85%	92%
SEI #10	95%	98%

Goal 6: Staff Interactions with First-Year Students: As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

Measurement 1: Staff and Administrators Professional Development Surveys

Following completion of the professional development modules, 80% of trained staff and administrators applying critical thinking and first-year student success strategies as measured on Likert scale items.

Results of Staff and Administrators Professional Development Surveys: Table 36 below demonstrates results that during AY 2014-2015, the amount of staff and administrators reporting application of strategies are 20% above the stated goal in each area.

Table 36. Staff/Administrator Professional Development Survey Results: Percentage of Respondents Applying Strategies.

Training Content	Fall 2012	Spring / Summer 2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
Critical Thinking	69.0%	67.0%	75.0%	75.0%	100.0%
Success Strategies	69.0%	67.0%	75.0%	75.0%	100.0%

Selected Use of Results:

- One faculty member attended the International Conference on Critical Thinking in summer 2016 and has committed to leading trainings in AY 2016-2017.
- The summer 2016 Cornerstone Institute's theme was "General Education" and featured workshops from national expert, Dr. Harrison Kleiner from Utah State University as well as community leader, Don Abbot, and FSW faculty.

Measurement 2: SENSE items from Clear Academic Plan and Pathway category: 18d, 18g, 18e, 18f, and 18h

Outcome: During the 2014-2015 academic year, ESC/FSW scores in the Clear Academic Plan and Pathway items will be 3% above the comparative "extra-large college" weighted scores.

Results of SENSE Survey: As demonstrated in Table 37 below, FSW's weighted scores on the Clear Academic Plan and Pathway benchmark were 21% above the "extra-large college" weighted scores.

Table 37. Florida SouthWestern State College SENSE Survey Results. *E_w* denotes Edison (FSW) weighted score, *XLC_w* denotes extra-large college weighted score, % Diff denotes percent difference between two scores. *Baseline scores before implementation of FYE Course and Program.

	Clear Academic Plan and Pathway Benchmark		
	<i>E_w</i>	<i>XLC_w</i>	% Difference
Fall 2011*	48.9	47.6	3%
Fall 2012	48.9	48.0	2%
Fall 2013	53.8	47.5	13%
Fall 2014	57.6	50.0	15%
Fall 2015	56.8	46.9	21%

Selected use of results:

- Beginning with the fall 2015 registration cycle and continuing throughout AY 2015-2016, the Enrollment Management Team combined the academic advising process for new incoming freshmen into New Student Orientation sessions.
- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017.
- Beginning in fall 2016, Student Affairs unveiled the Academic Advising, Career and Transfer Center (ACT) to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life hosted a Career Fair and related workshops (e.g. Resume Writing, and Interview Skills). Additionally, the College has contracted with CareerSource Southwest Florida

to provide job placement services and support for building resumes and preparing for interviews.

REFLECTION

The academic achievement data from implementation year four demonstrate that SLS 1515 has had a positive effect on students' ability to think critically and utilize success strategies.

Through an analysis of the domains of both the assignment rubrics and the standardized assessment, the QEP Assessment Subcommittee has identified the following areas that prove challenging for students:

- Though there have been improved scores in writing "Clarity," this continues to be the dimension where students receive the lowest scores.
- Though there have been improved scores, students continue to have low scores in Information literacy and thinking critically about the validity and veracity of texts and lectures ("Truth-seeking").

In response the College has made positive changes and continued promising practices to include:

- Designing and implementing "Academic Journaling" workshops to support students' academic writing on all campuses and centers.
- Holding in-house critical thinking training and sending faculty to the International Conference on Critical Thinking.
- Implementing "Truth-seeking" workshops for students. Information from the workshops includes: learning how to evaluate information, credibility of websites and searching for information on the Internet.
- Implementing "Engendering Truth-seeking" workshops for faculty and staff.

The data supports the hypothesis that SLS 1515 and ancillary FYE Programming have had a positive effect on student retention, satisfaction and engagement. Additionally, students report gaining "self-awareness" that provides clarity for academic and career planning.

Through an analysis of the qualitative data, the QEP Assessment Subcommittee has identified the following area that prove challenging for students:

- Engaging in campus events and activities due to scheduling challenges.

In response the College has made positive changes and continued promising practices to include:

- Revising the course schedule so that the courses formerly offered at 5:30 p.m. will be offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. Additionally, a select number of online workshops have been developed to support students with scheduling conflicts. First Year Experience, Student Life, the Academic Support Centers, and the Library will schedule workshops in the 5:00-6:00 p.m. time slot.
- Increasing evening and weekend programming and service learning opportunities College-wide.
- Restructuring "Early Alert" to be housed in the Advising Office. This has enhanced a case-based advising approach focused on student retention.
- Restructuring the Academic Support Center and Library so that there is College-wide consistency of workshops and services.

- Holding in-house training on supporting first-year students and sending faculty and staff to the Annual Conference on The First-Year Experience®.
- Implementing new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Implementing the Academic Advising, Career and Transfer Center (ACT) to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life hosted a Career Fair and related workshops (e.g. Resume Writing, and Interview Skills). Additionally, the College has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

Through analysis of retention and graduation rates, there is a clear pattern of significant increases in by course participation in both term-to-term and year-to-year retention. While the initial graduation rates studies do not demonstrate significant differences since the implementation of the QEP, the most recent academic year does, and so a trend may be present although it is too early to determine at this point.

In response the College has made positive changes and continued promising practices to include:

- At the fall 2016 Convocation, the College President announced the new *Dedicate to Graduate* initiative. A *Dedicate to Graduate* implementation team to include faculty, staff and administrators from both Student and Academic Affairs was established in fall 2016 to operationalize the goals of the Dedicate to Graduate initiative. The college's strategic plans, as well as individual department effectiveness goals, are aligned with the initiative.
- The College partnered with Suncoast Federal Credit Union to offer Financial Literacy Workshops to students, faculty, and staff. Suncoast educators led workshops on each campus during fall 2015, and spring 2016. Based on the success of these workshops, the series has continued during AY 2016-2017.