FLORIDA SOUTHWESTERN STATE COLLEGE

QUALITY ENHANCEMENT PLAN (QEP)

IMPLEMENTATION YEAR 2: 2013-2014

ANNUAL REVIEW

For additional details or further analysis not provided in the report please contact
Dr. Eileen DeLuca, Assistant Vice President, Academic Affairs and QEP Director
(Eileen.Deluca@fsw.edu, 239-985-3498)
Or
Dr. Joseph van Gaalen, Coordinator, Academic Assessment
(Joseph.VanGaalen@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 Services 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 revising 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 section 1008.30(4)(a) Florida Statutes. 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 may be unrealistic, especially when ESC/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.

QEP'S IMPACT ON STUDENT LEARNING AND ACHIEVEMENT OF IDENTIFIED GOALS AND OUTCOMES:
During the 2013-2014 academic year, students testing into one or more developmental courses were required to complete SLS 1515. A total of 2,298 students completed 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; 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 2014 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.

Table 1
SLS 1515 Overall Critical Thinking Means: Journal (with Standard Deviations in Parentheses)

	Overall Means (SD)					
Rubric Dimension	Fall 2012 N= 3999	Spring 2013 N=585	Summer 2013 N=463	Fall 2013 N=2823	Spring 2014 N=1179	Summer 2014 N=604
Clarity	2.73 (0.70)	2.82 (0.75)	2.91 (0.68)	3.04 (0.71)	3.04 (0.69)	2.99 (0.63)
Accuracy	2.94 (0.64)	3.04 (0.73)	3.16 (0.60)	3.20 (0.69)	3.33 (0.66)	3.48 (0.57)
Relevance	3.03 (0.63)	3.14 (0.72)	3.24 (0.71)	3.37 (0.69)	3.51 (0.65)	3.51 (0.58)
Significance	2.92 (0.69)	3.06 (0.74)	3.21 (0.71)	3.26 (0.68)	3.34 (0.65)	3.41 (0.56)
Logic	3.00 (0.66)	3.09 (0.72)	3.20 (0.64)	3.26 (0.68)	3.35 (0.64)	3.35 (0.54)

Note. Values are on a 4-point scale.

*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.

Table 2 shows the percentage of students scoring "3" or higher for each dimension. In Fall 2013, the stated goals for all domains (Clarity, Accuracy, Relevance, Significance, and Logic) were met. Clarity continues to be the dimension with the lowest of the overall means. In Spring 2014, the stated goals for all domains were met. Clarity continues to be the dimension with the lowest of the overall means. In Summer 2014, the stated goals were met for all domains, with Clarity being the dimension with the lowest overall means.

Table 2
SLS 1515 Critical Thinking Achievement by Rubric Dimension: Journal Assignment

	Percentage of Students Scoring "3" or higher					
Rubric Dimension	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Clarity	64.59%	66.50%	73.22%	79.24%	79.56%	82.62%
Accuracy	80.73%	80.51%	89.20%	86.22%	90.42%	98.01%
Relevance	85.37%	82.56%	86.39%	89.41%	92.28%	98.01%
Significance	75.79%	78.46%	85.31%	88.06%	91.16%	98.34%
Logic	82.70%	83.25%	88.34%	87.60%	92.28%	98.68%

Selected use of results:

- Faculty continue to provide writing feedback and encourage students to have their writing reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Faculty engaged in a rubric standardization and anchor paper development session on June 4, 2014.
    - Faculty reviewed rubric dimensions and performance levels. Revisions were made to the assignment guidelines and the rubric and the number of journals assigned to students will be reduced to six beginning Fall 2014.
    - Faculty reviewed student artifacts and engaged in an affinity process to identify exemplars to use as anchor papers. Anchor papers with annotations will be made available to faculty in Fall 2014.
- In Spring 2013, "Academic Journaling 101" workshops were piloted by the Academic Success Center on the Lee Campus. Due to their popularity, in Fall 2014, "Academic Journaling 101" workshops will be offered on all campuses and centers.

Measurement 2: Final Essay Assignment

Outcome: By the end of the Spring 2014 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, Accuracy, 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.

Table 3
SLS 1515 Overall Critical Thinking Means: Essay (with Standard Deviations in Parentheses)

	Overall Means By Semester (SD)					
Rubric Dimension	Fall 2012 N=332	Spring 2013 N=211	Summer 2013 N=145	Fall 2013 N=820	Spring 2014 N=443	Summer 2014 N=204
Clarity	2.77 (0.70)	3.12 (0.65)	2.97 (0.65)	3.13 (0.69)	3.07 (0.73)	3.00 (0.56)
Accuracy	2.98 (0.70)	3.12 (0.64)	3.10 (0.63)	3.28 (0.64)	3.50 (0.62)	3.49 (0.62)
Relevance	3.22 (0.68)	3.31 (0.64)	3.26 (0.67)	3.41 (0.70)	3.56 (0.63)	3.45 (0.67)
Significance	3.10 (0.74)	3.42 (0.66)	3.13 (0.70)	3.30 (0.70)	3.42 (0.65)	3.31(0.61)
Logic	3.10 (0.75)	3.27 (0.66)	3.28 (0.60)	3.33 (0.66)	3.41 (0.66)	3.29 (0.64)

Note. Values are on a 4-point scale.

Table 4 shows the percentage of students scoring "3" or higher for each dimension. In Fall 2013, the stated goals for all dimensions (Clarity, Accuracy, Relevance, Significance, and Logic) were met. Clarity continues to be the dimension with the lowest of the overall means. In Spring 2014, the stated goals for all dimensions were met. Clarity continues to be the dimension with the lowest of the overall means. In Summer 2014, the stated goals were met for all domains, with Clarity being the dimension with the overall lowest means.

Table 4

SLS 1515 Critical Thinking Achievement by Rubric Dimension: Final Essay

	Percentage of Students Scoring "3" or higher					
Rubric Dimension	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Clarity	67.71%	84.43%	77.24%	84.39%	79.46%	85.29%
Accuracy	80.12%	87.79%	85.52%	90.85%	95.71%	95.10%
Relevance	88.86%	91.04%	91.72%	88.90%	94.81%	92.16%
Significance	79.06%	91.51%	89.66%	86.83%	93.23%	93.14%
Logic	82.83%	88.15%	91.72%	90.37%	92.78%	91.67%

Selected Use of Results:

- Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Beginning Fall 2014, revised final essay guidelines will be implemented to include a step by step outline for successful completion.

Measurement 3: Critical Thinking Disposition Inventory

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: 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). In Fall 2013, the results showed statistically significant increases in Truth-seeking, Analyticity, and Confidence in reasoning in the scores between the pre- and post-test administrations. In Spring 2014, the t-test showed statistically significant increases in all domains except "Inquisitiveness" between the pre- and post-test administrations. In Summer 2014, the t-test showed gains in all domains and statistically significant increases in Truth-seeking, Analyticity, Systematicity, and Confidence in Reasoning between the pre- and post-test administrations. Since initial implementation (Fall 2012), with the exception of "Inquisitiveness," all learning dimensions have exhibited statistically significant results in at least three of the five semesters through Summer 2014 with Fall 2012 exhibiting statistically significant increases in all dimensions. Students highest pre-test scores across the semesters have been in "Inquisitiveness" and their lowest scores have been in "Truth-seeking."

Table 5
Significance testing statistics for learning dimensions including observed t-stat (tobs), probability of difference due to chance (p-value), degrees of freedom (df), and critical t-stat.

	Fall '12 $t_{crit} = 1.97$	Spring '13 $t_{crit} = 1.97$	Summer '13 $t_{crit} = 1.98$	Fall '13 $t_{crit} = 1.97$	Spring '14 $t_{crit} = 1.97$	Summer '14 $t_{crit} = 1.97$
Truth-seeking	$t(365)=4.00$, $p<0.05$	$t(204)=1.09$, $p=0.275$	$t(145)=1.71$, $p=0.090$	$t(859)=2.69$, $p=0.007$	$t(407)=3.91$, $p=1.09 \times 10^{-4}$	$t(173)=2.14$, $p=0.034*$
Open Mindedness	$t(365)=2.67$, $p<0.05$	$t(204)=2.24$, $p=0.026*$	$t(145)=0.94$, $p=0.347$	$t(859)=0.07$, $p=0.9414$	$t(407)=3.36$, $p=8.56 \times 10^{-4}$	$t(173)=1.34$, $p=0.183$
Inquisitiveness	$t(365)=2.40$, $p<0.05$	$t(204)=0.24$, $p=0.813$	$t(145)=0.95$, $p=0.345$	$t(859)=-3.10$, $p=0.002$	$t(407)=2.83$, $p=0.907$	$t(173)=0.57$, $p=0.570$
Analyticity	$t(365)=4.18$, $p<0.05$	$t(204)=3.46$, $p=0.0007$	$t(145)=2.92$, $p=0.004$	$t(859)=2.26$, $p=0.024*$	$t(407)=5.00$, $p=8.72 \times 10^{-7}$	$t(173)=3.84$, $p=1.70 \times 10^{-4}$
Systematicity	$t(365)=2.81$, $p<0.05$	$t(204)=2.08$, $p=0.039*$	$t(145)=2.69$, $p=0.008$	$t(859)=0.05$, $p=0.963$	$t(407)=2.83$, $p=0.005$	$t(173)=4.19$, $p=4.44 \times 10^{-5}$
Confidence in Reasoning	$t(365)=5.97$, $p<0.05$	$t(204)=5.28$, $p<0.001$	$t(145)=5.79$, $p<0.001$	$t(859)=7.71$, $p<0.001$	$t(407)=6.02$, $p=2.95 \times 10^{-9}$	$t(173)=4.98$, $p=1.52 \times 10^{-6}$
Maturity of Judgment	$t(365)=3.73$, $p<0.05$	$t(204)=2.89$, $p=0.004$	$t(145)=0.03$, $p=0.980$	$t(859)=-0.54$, $p=0.590$	$t(407)=3.47$, $p=5.79 \times 10^{-4}$	$t(173)=0.31$, $p=0.755$

Note. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. *Denote marginal significance as defined by Johnson (2013).[1]

Selected Use of Results:

- In the Community of Practice meetings, faculty reviewed the results for each domain and discussed ways to model and support the development of critical thinking dispositions in the SLS 1515 course.
- In Spring 2014, a workshop entitled "Engendering Truth-seeking Dispositions in College Classrooms" was offered to faculty through the Teaching and Learning Center.
- In Spring 2014, Lee Campus Library faculty began offering "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. Due to their popularity, all campuses and centers began offering these workshops in Fall 2014.
- Beginning Fall 2014, the college will offer a "Critical Thinking in Careers" lecture series for students. The series will feature faculty, administrators, staff and community leaders.
- The annual Cornerstone Critical Thinking event in Fall 2013 was led by Jeremy Scahill. The theme was "Critical Thinking in the Media." Dr. Christian Parenti is scheduled for Fall 2014 event. The theme is "Thinking Critically about Climate Change and Violence."
- Three faculty members attended the International Conference on Critical Thinking in summer 2014, and have committed to leading trainings in AY 2014-2015.

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; 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.

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[1] Johnson, V. 2013. Revised Standards for Statistical Evidence. Proceedings of the National Academy of Science, 110(48), 19313-19317.

Measurement 1: SmarterMeasure Learning Readiness Indicator

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.

Results:
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 6 provides the t-test results for all semesters since initial implementation (Fall 2012). In Fall 2013, there was a statistically significant improvement in Technology Knowledge. There were slight decreases in all other domains (Personal Attributes, Technology Competency and Life Factors). In Spring 2014, there were statistically significant improvements in Technology Knowledge and in Technology Competency. There was a slight increase in Life Factors. There was a slight decrease in one area: Personal Attributes. In Summer 2014, there were increases in all domains and statistically significant improvements in Life Factors and Technology Knowledge.

Table 6
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.

	Fall '12 $t_{crit} = 1.97$	Spring '13 $t_{crit} = 1.97$	Summer '13 $t_{crit} = 1.98$	Fall '13 $t_{crit} = 1.96$	Spring '14 $t_{crit} = 1.97$	Summer '14 $t_{crit} = 1.97$
Personal Attributes	t(292)=-0.44, p=0.66	t(200)=-2.01, p=0.0464*	t(166)=1.81, p=0.072	t(779)=-1.89, p=0.0594	t(430)=-0.90, p=0.371	t(191)=1.89, p=0.060
Technology Knowledge	t(292)=7.04, p<<0.001	t(193)=6.37, p<<0.001	t(166)=4.74, p<<0.001	t(775)=8.91, p<<0.001	t(425)=7.72, p=9.57x10^{-14}	t(189)=9.20, p=7.09x10^{-17}
Technology Competency	t(292)=-0.09, p<<0.001	t(194)=2.29, p=0.023*	t(166)=3.17, p=0.002	t(775)=-1.84, p=0.066	t(426)=3.28, p=8.71x10^{-4}	t(189)=0.48, p=0.631
Life Factors	t(292)=-0.79, p<<0.001	t(200)=0.86, p=0.390	t(166)=3.57, p=0.0005	t(779)=-0.71, p=0.478	t(431)=0.63, p=0.533	t(191)=4.88, p=2.29x10^{-6}

Note. Mean difference of pre-/post-test scores are reported in Table 3. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. *Denote marginal significance as defined by Johnson (2013).

Selected use of results**:**

- Peer Architects continue to receive technology training to be able to support SLS 1515 students.
- Additional headsets were purchased for each campus for student use on the SmarterMeasure assessment and general usage for audio files.
- The New Student Programs Office continues to offer technology workshops and support college- wide. In AY 2014-2015, New Student Programs will collaborate with FSW Online Staff and Computer Science faculty to expand technology workshop offerings.

Measurement 2: Success Strategies Presentation

Outcome: By the end of the Spring 2014 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 7 shows the overall means by each rubric dimension.

Table 7

SLS 1515 Overall Means: Success Strategies Presentation (with Standard Deviations in Parentheses)

Rubric Dimension	Overall Means By Semester					
	Fall 2012	Spring 2013 N=187	Summer 2013 N=151	Fall 2013 N=864	Spring 2014 N=487	Summer 2014 N=195
Accuracy	*	3.28 (0.63)	3.32 (0.70)	3.40 (0.63)	3.38 (0.61)	3.39 (0.57)
Relevance and Demonstration of Application	*	3.23 (0.67)	3.48 (0.70)	3.29 (0.70)	3.36 (0.63)	3.48 (0.55)
Creativity	*	3.21 (0.70)	3.40 (0.57)	3.26 (0.75)	3.33 (0.71)	3.35 (0.73)
Effective Group Communication	*	3.26 (0.76)	3.62 (0.67)	3.42 (0.79)	3.53 (0.76)	3.75 (0.58)

Note. Values are on a 4-point scale.

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

As demonstrated in Table 8 below, the students continue to meet the stated goal 70% scoring "3" or higher) in every dimension.

Table 8

SLS 1515 Success Strategies by Rubric Dimension: Group Presentation

Rubric Dimension	Percentage of Students Scoring "3" or higher					
	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Accuracy	*	90.37%	88.08%	94.00%	94.46%	96.41%
Relevance and Demonstration of Application	*	89.84%	89.40%	89.79%	93.63%	98.46%
Creativity	*	86.10%	97.35%	85.76%	88.91%	94.87%
Effective Group Communication	*	86.02%	94.70%	88.47%	89.94%	94.07%

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

Selected use of results:

- The New Student Programs Office continued to offer group communication workshops. Due to their popularity, these workshops will continue to be scheduled in AY 2014-2015.

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 9, 10, 11, and 12 below display the results to the "Choose all that Apply," Likert Scale, and Rating Scale items.

Table 9

Percentage of Respondents Reporting Utilization of Cognitive and Goal Attainment Strategies

Support Service	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Academic Success Centers	92.5%	94.6%	82.0%	85.0%	86.76%	96.30%
Career Services	47.5%	55.4%	54.0%	32.8%	48.53%	70.37%
Peer Mentoring	40.0%	60.7%	58.0%	47.2%	*	*
Peer Tutoring	27.5%	37.5%	34.0%	22.2%	33.82%	48.15%
FYE Staff or Academic Coaching	40.0%	75.0%	62.0%	49.4%	*	*
Advising Staff	55.0%	69.6%	76.0%	63.9%	79.41%	81.48%
Financial Aid Staff	50.0%	60.7%	72.0%	48.3%	69.12%	77.78%
Library Staff	60.0%	67.9%	66.0%	48.3%	58.82%	81.48%
New Student Programs	*	*	*	*	72.06%	88.89%

*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."

Selected use of results:

- Beginning Fall 2014, the courses formerly offered at 5:30 will be offered beginning at 6:00 to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library will schedule workshops in the 5:00-6:00 time slot.

Table 10

Percentage of Respondents Reporting Participation in Campus Engagement Activities

Activity Type	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
FYE Activities	38.2%	78.9%	68.8%	74.1%	80.30%	92.59%
Student Life Activities	67.6%	61.4%	64.6%	74.1%	69.18%	55.56%
Academic Success and FYE Workshops	44.1%	63.2%	89.6%	69.3%	89.39%	85.19%
Clubs	26.5%	29.8%	10.4%	16.9%	15.15%	14.81%
Service Saturday	35.3%	26.3%	0.0%	15.7%	27.27%	18.52%
Intramural sports	5.9%	7.0%	4.2%	4.2%	4.55%	11.11%
Career Events	58.8%	29.8%	6.3%	21.1%	30.30%	25.93%
Lighthouse Commons Activities or Events	11.8%	21.1%	20.8%	9.6%	12.12%	25.93%

Selected use of results:

- In Spring 2013, "Academic Journaling 101" workshops were piloted by the Academic Success Center on the Lee Campus. Due to their popularity, in Fall 2014, "Academic Journaling 101" workshops were offered on all campuses and centers.
- Beginning Fall 2014, the courses formerly offered at 5:30 will be offered beginning at 6:00 to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library will schedule workshops in the 5:00-6:00 time slot.

Table 11

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

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Arriving to class on time.	5.0%	7.3%	6.3%	6.3%	11.8%	7.69%
Attending class.	10.0%	7.3%	4.2%	6.9%	8.8%	11.54%
Reviewing the course schedule.	10.3%	20.4%	18.8%	12.6%	21.7%	19.23%
Using the calendar or lists.	17.5%	25.9%	25.0%	20.1%	13.2%	26.92%
Working on large projects incrementally	22.5%	27.3%	20.8%	18.3%	29.0%	24.00%
Using small group communication skills.	35.0%	33.3%	25.0%	21.3%	34.9%	38.46%
Participating and asking questions when appropriate.	22.5%	33.3%	26.7%	20.6%	35.8%	15.38%
Forming a relationship with other students.	20.0%	24.1%	22.2%	18.3%	29.9%	19.23%
Meeting with the professor outside of class for help.	10.3%	27.8%	20.0%	21.9%	36.4%	23.08%
Thinking critically about texts and lectures.	35.9%	38.9%	20.0%	19.0%	40.3%	30.77%

Selected use of results:

- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will send a periodic "Did You Know?' with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee will offer TLC Workshops on "Best Practices" as related to SENSE and CCSSE Benchmarks.
- Beginning Fall 2014, SENSE and CCSSE results and related tips with be disseminated through a monthly Academic Assessment Newsletter.
- The QEP Assessment Subcommittee noted lower scores related to improvement in "thinking critically about texts and lectures" during the Fall 2013 semester. In response, a class observation program was implemented in Spring 2014 to allow prospective faculty to observe successful faculty in order to better to prepare them to teach the course, leading to better success rates.

Table 12
Percentage of Students Reporting Application of Communication and Goal Attainment Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Choosing a major	69.2%	56.9%	83.7%	63.3%	66.1%	76.00%
Choosing a career goal	59.0%	68.6%	88.4%	64.6%	57.8%	84.00%
Forming relationships	66.7%	72.5%	76.7%	57.1%	69.4%	64.00%
Changing study habits	79.5%	80.4%	81.4%	72.1%	74.2%	88.00%
Communicating with others	71.8%	80.4%	83.7%	68.7%	83.9%	80.00%
Researching professors for future classes	56.4%	64.7%	67.4%	61.2%	62.9%	68.00%
Appreciating diversity	61.5%	78.4%	81.4%	65.3%	79.0%	72.00%

Selected use of results:

- Beginning with the Fall 2014 registration cycle, the Enrollment Management Team will fully implement new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Beginning with the Fall 2014 registration cycle, Advisors will add a "life factors" (outside commitment) component to the initial advising conversation.
- Beginning Fall 2014, the college will offer a "Critical Thinking in Careers" lecture series for students. The series will feature faculty, administrators, staff and community leaders.

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 13 below shows the pass rates by campus and semester. During AY 2013-2015 the lowest pass rates were in spring (73.36%) and the highest were in the summer (86.32%).

Table 13
SLS 1515 Within-Course Success Rates (%Passing, A-C) by term

	Semester					
Campus	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
Charlotte	74.4%	82.8%	76.9%	79.8%	75.68%	77.80%
Collier	83.9%	69.2%	93.3%	77.5%	75.97%	87.04%
Hendry Glades	86.7%	52.6%	84.2%	76.5%	75.00%	100.00%
Lee	74.9%	70.2%	87.0%	74.5%	69.71%	85.63%
College Total	77.0%	70.1%	87.0%	75.6%	73.36%	86.32%

Selected use of results:

- During AY 2014-2015, "Early Alert" will be restructured to be housed in the Advising Office. This will enhance a case-based advising approach focused on student retention.
- The first "learning community" will be 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.
- In Fall 2014 honors sections will be offered to provide advanced curriculum for students with a minimum 3.0 entering GPA.

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:
Table 14a and 14b demonstrate the term-to-term comparisons between the baseline year and Implementation Year one (14a) and Implementation Year two (14b). In both Implementation Year one and two the 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 2013-2014, the fall to spring retention rates were significantly higher for students testing in developmental courses than they were in 2011-2012.

Table 14a
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
Fall	743	662
Spring	561 (75.5%)	505 (76.3%)

For term-to-term retention, χ^2_{MH}=0.077, 1 d.f., P=0.781. Based on results of a Cochran–Mantel–Haenszel test for repeated tests of independence, students that tested into two or more developmental courses in AY 2011-12 did not have a significantly different rate of retention than those in AY 2012-13.

Table 14b
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 2013-14
Fall	1544	1671
Spring	1190 (77.1%)	1345 (80.5%)

For term-to-term retention, χ^2_{MH}=5.417, 1 d.f., P=0.020. Based on results of a Cochran–Mantel–Haenszel test for repeated tests of independence, students that tested into any one developmental course in AY 2013-14 have a significantly higher rate of retention than those in AY 2011-12.

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:
Table 15a and 15b demonstrate the year-to-year comparisons between the baseline year and Implementation Year one (15a) and Implementation Year two (15b). In both Implementation Year one and two the retention rates were slightly higher (but not significantly different) for students testing in developmental courses than they were in 2011-2012 (the year before the implementation of the SLS 1515 course and FYE Program).

Table 15a
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
Fall	743	662
Fall	368 (49.5%)	339 (51.2%)

For year-to-year retention, χ^2_{MH}=0.33, 1 d.f., P=0.565. Based on results of a Cochran–Mantel–Haenszel test for repeated tests of independence, students that tested into two or more developmental courses in AY 2012-13 did not have a significantly different rate of retention than those in AY 2011-12.

Table 15b
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 2013-14
Fall	1544	1671
Fall	790 (51.2%)	869 (52.0%)

For year-to-year retention, χ^2_{MH}=0.194, 1 d.f., P=0.660. Based on results of a Cochran–Mantel–Haenszel test for repeated tests of independence, students that tested into two or more developmental courses in AY 2013-14 did not have a significantly different rate of retention than those in AY 2011-12.

Selected use of results:

- A class observation program was implemented in Spring 2014 to allow prospective faculty to observe successful faculty in order to better to prepare them to teach the course, leading to better success rates.
- The first "learning community" will be 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.
- In Fall 2014 honors sections will be offered to provide advanced curriculum for students with a minimum 3.0 entering GPA.
- Beginning with the Fall 2014 registration cycle, the Enrollment Management Team will fully implement new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Beginning with the Fall 2014 registration cycle, Advisors will add a "life factors" (outside commitment) component to the initial advising conversation.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will send a periodic "Did You Know?' with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.

- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee will offer 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: Cohort data will be available following AY 2014-2015.

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: Table 16 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.

Table 16

SIR II Means: SLS 1515 and Comparative Four-Year Institutions

| | Overall Means by Semester | | | | | | | | | | | |
| | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 | | Summer 2014 | |
SIR II Items	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year ,.N45Institution
Course Outcome: 29, 30, 31, 32, 33	4.2	3.8	4.3	3.8	4.2	3.8	3.9	3.8	4.2	3.8	4.3	3.75
Student Effort and Involvement: 34, 35, 36	4.0	3.7	4.0	3.7	4.2	3.7	3.8	3.7	3.9	3.7	4.2	3.74

Note. Values are means on a 5-point scale.

Selected use of results:

- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014. 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 was implemented in Spring 2014 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, all new adjunct faculty will be assigned faculty mentors to provide support. In addition, faculty mentors will observe adjunct faculty using and standardized observation instrument and provide feedback on instruction and classroom management.

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 2013-2014 academic year, the college's scores in the Engaged Learning benchmark will be 3% above the comparative "extra-large college" weighted scores.

Results: As demonstrated in Table 17 below, the FSW's weighted scores in the Engaged Learning Benchmark in Fall 2013 were 8% higher than the comparative Extra-large Colleges weighted scores.

Table 17
Florida SouthWestern State College SENSE
Survey Results

| | *Fall 2011 | | | Fall 2012 | | | Fall 2013 | | |
| | Edison Weighted Score | Extra-Large Colleges Weighted Score | % Difference | Edison Weighted Score | Extra-Large Colleges Weighted Score | % Difference | Edison Weighted Score | Extra-Large Colleges Weighted Score | % Difference |
Benchmark									
Engaged Learning	49.3	49.4	0%	51.4	49.3	4%	53.5	49.7	8%

*Baseline scores before implementation of FYE Course and Program

Selected use of results:
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will send a periodic "Did You Know?' with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.

- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee will offer TLC Workshops on "Best Practices" as related to SENSE and CCSSE Benchmarks.
- Beginning Fall 2014, SENSE and CCSSE results and related tips with be disseminated through a monthly Academic Assessment Newsletter.

Measurement 3: Student/Faculty Interaction items from the CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q

Outcome: During the 2013-2014 academic year, the college's scores in the Student-Faculty Interactions items will be 3% above the comparative "extra-large college" weighted scores.

Results: As demonstrated in Table 18 below, FSW's weighted score in the Student-Faculty Interaction Benchmark in 2014 were 1% higher in than the comparative extra-large colleges weighted score.

Table 18
ESC/FSW CCSSE Survey Results

Benchmark	2010			2013			2014		
	ESC/FSW Weighted Score	Large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference
Student-Faculty Interaction	48.8	49.2	-0.8%	50.0	48.6	3%	48.6	48.2	1%

Measurement 2: Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15 Subset of Active and Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r

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

Results: As demonstrated in Table 19 below, FSW's weighted score in the Active and Collaborative Learning Benchmark were 1% lower than the comparative extra-large college weighted score.

Table 19
ESC/FSW CCSSE Survey Results

Benchmark	2010			2013			2014		
	ESC/FSW Weighted Score	Large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference
Active and Collaborative Learning	48.6	49.4	-1.6%	49.3	49.7	-1%	48.9	49.5	-1%

Results: Table 20 below provided the means for SLS 1515 and comparative four-year institutions. For every semester's administration since implementation (Fall 2012), the overall mean score for the "Faculty/Student Interaction" items exceeded the comparative mean for four-year institutions.

Table 20

SIR II Means: SLS 1515 and Comparative Four-Year Institutions

	Overall Means by Semester											
	Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014	
SIR II Items	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution
Faculty/Student Interaction: 11, 12, 13, 14, 15	4.7	4.4	4.7	4.4	4.7	4.4	4.5	4.4	4.7	4.4	4.8	4.37

Note. Values are means on a 5-point scale.

Selected use of results:
- The College will continue 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. 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.
- On June 25 and 26, 2014, the College held a summer Cornerstone Training Institute with sessions led by external experts. Dr. Mark Taylor led workshops entitled "Meet Generation NeXt; Understanding Today's Learners in the Innovative Educational Environment Multigenerational Classroom" and "Teaching and Engendering Critical Thinking with Today's Learners". Kevin Clarke led a workshop entitled, "Engaging First-Year Students in their Learning."
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will send a periodic "Did You Know?' with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee will offer TLC Workshops on "Best Practices" as related to SENSE and CCSSE Benchmarks.
- Beginning Fall 2014, SENSE and CCSSE results and related tips with be disseminated through a monthly Academic Assessment Newsletter.

Measurement 3: Qualitative data from focus group responses

Results: 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 21 provides the resulting categories and concepts for each semester.

Table 21

Major Categories from Focus Group Responses

Categories	Fall 2012 Concepts	Spring 2013 Concepts	Fall 2013 Concepts	Spring 2014 Concepts
Learning and Acquisition	Learning about College Resources	Learning about College Resources		Learning about College Resources
	Gaining and Valuing "Self-Awareness"	Gaining and Valuing "Self-Awareness"	Gaining and Valuing "Self-Awareness"	Gaining and Valuing "Self-Awareness"
	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 Valuing Critical Thinking Skills	Learning and Valuing Critical Thinking Skills	Learning and not Learning Critical Thinking	Learning and Valuing Critical Thinking Skills
			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 and Critiquing Faculty	Valuing Faculty and Reporting Positive Interactions
	Valuing and Critiquing Passport Assignment	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment
	Valuing Peer Architects	Valuing Peer Architects	Valuing Peer Architects	Valuing Peer Architects
	Receiving Support for College Transition	Receiving Support for College Transition	Valuing Textbooks, Critiquing Lack of Usage	Valuing Textbook
	Critiquing Group Project	Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project	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
	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
	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Discussing Age Diversity	Expanding Social Network and Experiencing Diversity

Selected use of results:

- Based on these data, and through the Rubric Affinity process, the Critical Thinking journal assignments were updated and reduced from seven to six journal entries beginning in fall 2014.
- During AY 2014-2015, the Office of New Student Programs and Student Life will join efforts to create additional Service Saturday opportunities. Also, Student Life will host their first service oriented Spring Break promoting literacy with the United Way.
- During AY 2014-2015, the Office of Student Life and the Division of Academic Success and Learning Resources will join together to produce and promote the Critical Thinking Lecture Series.
- For the Fall 2014 focus groups, the QEP Assessment Subcommittee made some revisions to the questions in light of the updated requirement (all FTIC degree-seeking students must enroll in and successfully complete SLS 1515).

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 2013-2014 academic year, ESC/FSW scores in the Academic Challenge items will be 3% above the comparative "extra-large college" weighted scores.

Results: As demonstrated in Table 22 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.

Table 22
ESC/FSW CCSSE Survey Results

Benchmark	2010			2013			2014		
	ESC/FSW Weighted Score	Large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference	ESC/FSW Weighted Score	Extra-large colleges Weighted score	% Difference
Academic Challenge	50.3	49.6	1.4%	50.3	50	1%	50.2	50	0%

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: Table 23 demonstrates that in AY 2013-2014 92.9% of the completers reported applying strategies, exceeding the stated goal by 12.9%.

Table 23
Faculty Professional Development Survey Results

Training Content	Percentage of Respondents Applying Strategies		
	Fall 2012	Spring / Summer 2013	Fall 2013/ Spring / Summer 2014
Critical Thinking	79.0%	100.0%	92.9%
Success Strategies	79.0%	100.0%	92.9%

Selected use of results:

- Faculty attending the 34th Annual Conference on Critical Thinking became facilitators for a Critical Thinking Workshop series beginning in Fall 2014.
- On June 25 and 26, 2014, the College held a summer Cornerstone Training Institute with sessions led by external experts. Dr. Mark Taylor led workshops entitled "Meet Generation NeXt; Understanding Today's Learners in the Innovative Educational Environment Multigenerational Classroom" and "Teaching and Engendering Critical Thinking with Today's Learners." Kevin Clarke led a workshop entitled "Engaging First-Year Students in their Learning."
- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014. 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.

- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will send a periodic "Did You Know?" with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee will offer TLC Workshops on "Best Practices" as related to SENSE and CCSSE Benchmarks.
- Beginning fall 2014, SENSE and CCSSE results and related tips with be disseminated through a monthly Academic Assessment Newsletter.

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: Table 24 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 24
SIR II Means: SLS 1515 and Comparative Four-Year Institutions

| | Overall Means by Semester | | | | | | | | | | | |
| | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 | | Summer 2014 | |
SIR II Items	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution
Communication: 6, 7, 8, 9, 10	4.7	4.6	4.7	4.4	4.6	4.4	4.5	4.4	4.7	4.4	4.7	4.37

Note. Values are means on a 5-point scale.

Selected Use of Results:
- The College will continue 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. 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.

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: Table 25 below demonstrates results that during AY 2013-2014, the amount of staff and administrators reporting application of strategies are 5% below the stated goal in each area.

Table 25

Staff/Administrator Professional Development Survey Results

	Percentage of Respondents Applying Strategies		
Training Content	Fall 2012	Spring / Summer 2013	AY 2013-2014
Critical Thinking	69.0%	67.0%	75%
Success Strategies	69.0%	67.0%	75%

Selected Use of Results:

- Faculty attending the 34th Annual Conference on Critical Thinking became facilitators for a Critical Thinking Workshop series beginning in fall 2014.
- On June 25 and 26, 2014, the College held a summer Cornerstone Training Institute with sessions led by external experts. Dr. Mark Taylor led workshops entitled "Meet Generation NeXt; Understanding Today's Learners in the Innovative Educational Environment Multigenerational Classroom" and "Teaching and Engendering Critical Thinking with Today's Learners." Kevin Clarke led a workshop entitled "Engaging First-Year Students in their Learning." Additionally, all ten modules were offered to allow staff and administrators to complete the trainings at their convenience.

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

Outcome: During the 2013-2014 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: As demonstrated in Table 26 below, FSW's weighted scores on the Clear Academic Plan and Pathway Benchmark were 13% above the extra-large college weighted scores.

Table 26

Edison State College SENSE Survey Results

	*Fall 2011			Fall 2012			Fall 2013		
Benchmark	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference	Edison Weighted Score	Extra-Large Colleges Weighted Score	% Difference
Clear Academic Plan and Pathway	48.9	47.6	3%	48.9	48.0	2%	53.8	47.5	13%

*Baseline scores before implementation of FYE Course and Program

Selected use of results:

- Beginning with the Fall 2014 registration cycle, the Enrollment Management Team will fully implement new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Beginning with the Fall 2014 registration cycle, Advisors will add a "life factors" (outside commitment) component to the initial advising conversation.

REFLECTION

The academic achievement data from Implementation Year Two 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.
- 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 suggest 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 areas 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 will be offered beginning at 6:00 to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library will schedule workshops in the 5:00-6:00 time slot.
- Increasing evening and weekend programming and service learning opportunities college-wide.

- Revising the college-wide Early Alert committee to ensure consistent communication among stakeholders to increase student retention.
- Restructuring the Academic Success 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.