Planning Objective Report

Objective Report:

Objective ID: 1551 **Objective Title:** QEP Direct Measure of Success Skills

Unit Manager: DeLuca, Eileen **Planning Unit:** 00330 - First Year Experience and Academic Success

Obj. Status: Implementing **Obj. Purpose:** Assessment Outcome

Unit Purpose:

Objective Description:

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

Institutional Goals	Objective Types	Planning Priorities
A. Develop a robust program review model	No Objective Types to Display	No Planning Priorities to Display

Tasks

No Tasks data

Assessment Measures

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

Intended Results

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

Status Reports

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

Actual Results

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

Use of Results

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

Gap Analysis

SWOT

Units Impacted

No Units Impacted data

Associated Standards

Associated Outcomes

Documents

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

First Year Experience: Group Presentation (Required Cornerstone Assignment)

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

Assignment Outcomes:

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

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

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

Some acceptable options for completing this assignment include:

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

Estimated Time For Completion: Approximately two weeks

Project *Components*

1. ***Completion of the Problem –Solving Template****- Each group will discuss and come to a group consensus regarding answers for each part of the problem-solving template. One template will be completed and evaluated for each group.*

2. ***Timeline for Project Completion*** *– This document should reflect the group analysis of the various steps that must be addressed along with a timeline of when each step will be addressed and who in the group will be responsible for completing each step.*

3. ***Presentation*** *- Each group will create and upload a 5-10 minute presentation according to classroom instructions.*

Group Presentation Assignment

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

QEP/FYE Kickoff

January 5, 2011

S107

9:00 a.m. – 11:00 a.m.

Minutes

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

Items discussed included:

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

Planning Objective Report

Objective Report:

Objective ID: 1552

Objective Title: QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates

Unit Manager: DeLuca, Eileen

Planning Unit: 00330 - First Year Experience and Academic Success

Obj. Status: Implementing

Obj. Purpose: Operational Outcome

Unit Purpose:

Objective Description:

Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates

Institutional Goals	Objective Types	Planning Priorities
A. Develop a shared understanding, application and accountability of learning-centered culture	No Objective Types to Display	No Planning Priorities to Display

Tasks

No Tasks data

Assessment Measures

Date	Assessment Measure
09/27/2011	Within course completion rate (derived from course grade distributions)
09/27/2011	Term-to-term retention reports (derived from the Banner Student Information System)
09/27/2011	Year-to-year retention reports (derived from the Banner Student Information System)
09/27/2011	Cohort graduation reports derived through the Banner Student Information System
09/27/2011	Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36

Intended Results

Date	Intended Results
09/27/2011	Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 85% with a C or better
09/27/2011	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 and 14-15 • Baseline for students without developmental studies, AY 15-16
09/27/2011	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
09/27/2011	This analysis will use the cohort graduation rate associated with students that entered ESC as FTIC during AY 10-11 • Cohorts from AY11-12 and AY12-13 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline • Cohorts from AY13-14 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 AY15-16 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline
09/27/2011	Beginning AY 2012-13, faculty results for these items will be at or above the national average.

Status Reports

Report Date	Status Report
1/28/2012	The sixteen inaugural sections of SLS 1515 began on January 9, 2012.

Actual Results

Date	Actual Results
01/28/2012	Course success rates and Faculty SIR II data from the inaugural sections will not be available until after the spring 2012 term. Grades are due May 4, 2012.

Use of Results

Date	Use of Results
01/28/2012	The course success rates data and faculty SIR II data from the inaugural sections will be reviewed following the spring 2012 semester. The QEP assessment team in conjunction with the lead faculty will use the data as a point of departure for discussion on course and program improvement.

Gap Analysis

SWOT

Units Impacted

No Units Impacted data

Associated Standards

Associated Outcomes

Documents

Planning Objective Report

Objective Report:

Objective ID: 1553

Objective Title: QEP will foster increased rates of student satisfaction and student engagement.

Unit Manager: DeLuca, Eileen

Planning Unit: 00330 - First Year Experience and Academic Success

Obj. Status: Implementing

Obj. Purpose: Operational Outcome

Unit Purpose:

Objective Description:

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.

Institutional Goals	Objective Types	Planning Priorities
A. Develop a shared understanding, application and accountability of learning-centered culture	No Objective Types to Display	No Planning Priorities to Display

Tasks

Due Date	Status	Priority	Task	Budget Amount
03/15/2012	In Progress	High	Create an interview protocol for the foucs groups	$0

Assessment Measures

Date	Assessment Measure
02/26/2012	Focus group responses
09/27/2011	Engaged Learning items from the SENSE: 19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2
09/27/2011	Student-Faculty interactions items from CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q
09/27/2011	Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15
09/27/2011	Subset of Active and Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r

Intended Results

Date	Intended Results
09/27/2011	Beginning AY 2012-13, there will be a 5% increase in the Engaged Learning benchmark over the previous year's results
09/27/2011	Beginning AY 2012-13, there will be a 5% increase in the Student-Faculty interactions benchmark over the previous year's results
09/27/2011	Beginning AY 2012-13, faculty results for these items will be at or above the national average.
09/27/2011	Beginning AY 2012-13, there will be a 5% increase in the subset of Active and Collaborative Learning benchmark over the previous year's results

Status Reports

Report Date	Status Report
3/28/2012	The QEP Assessment Subcommittee met on March 28 to discuss SENSE and CCSSEE survey administration.
1/28/2012	The sixteen inaugural sections of SLS 1515 began on January 9, 2012.

Actual Results

Date	Actual Results
01/28/2012	Faculty SIR II data from the inaugural sections will not be available until after the spring 2012 term. Grades are due May 4, 2012.

Use of Results

Date	Use of Results
01/28/2012	The faculty SIR II data from the inaugural sections will be reviewed following the spring 2012 semester. The QEP assessment team in conjunction with the lead faculty will use the data as a point of departure for discussion on course and program improvement.

Gap Analysis

SWOT

Units Impacted

No Units Impacted data

Associated Standards

Associated Outcomes

Documents

Planning Objective Report

Objective Report:

Objective ID: 1555

Objective Title: Staff and Administrators Professional Development in Support of the QEP

Unit Manager: DeLuca, Eileen

Planning Unit: 00330 - First Year Experience and Academic Success

Obj. Status: Implementing

Obj. Purpose: Operational Outcome

Unit Purpose:

Objective Description:

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.

Institutional Goals	Objective Types	Planning Priorities
C. Develop Edison State orientation for all faculty and staff	No Objective Types to Display	No Planning Priorities to Display

Tasks

Due Date	Status	Priority	Task	Budget Amount
02/01/2012	Complete	High	Develop post-training survey	$0

Assessment Measures

Date	Assessment Measure
09/27/2011	Transfer of training staff and administrator self-report survey
09/27/2011	SENSE items from A Plan and a Pathway to Success category: 18d, 18g, 18e, 18f, and 18h
09/27/2011	Unit plans from administrative and student services areas

Intended Results

Date	Intended Results
09/27/2011	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.
09/27/2011	Beginning AY 2012-13, there will be a 5% increase in A Plan and Pathway to Success benchmark over the previous year's results.
09/27/2011	Training goals will be reflected in at least one unit plan objective annually from all administrative and student services units.

Status Reports

Report Date	Status Report
3/26/2012	As of April 2012, 18 staff or administrators have completed the five required Cornerstone Training Modules.
2/19/2012	In order to gain feedback on the efficacy of the Cornerstone Experience Training modules, The QEP Implementation Committee designed two surveys that include both Likert Scale items and open-ended responses. (See attached Cornerstone Instructor Training Modules Survey and QEP Staff and administrator Training Modules.) The surveys were sent out to completers in February 2012.

Actual Results

Date	Actual Results
02/26/2012	Mid-year results: Two of the four staff/administrative completers responded to the Cornerstone Instructor Module survey. 100% of the completers “agreed” or “strongly agreed” that they had applied the “Critical Thinking” knowledge gained from the modules to their teaching or interactions with students 100% of the completers “agreed” or “strongly agreed” that they had applied the “Success Strategies” knowledge gained from the modules to their teaching or interactions with students). See attached Staff and Administrator QEP Training Survey results.

Use of Results

Date	Use of Results
02/26/2012	The Staff and Administrator QEP Training Survey will remain open until the end of the term, so that staff and administrators who are completing the training during spring may respond. At the end of the spring term, the data will be reviewed by the QEP Response Team, the QEP Implementation Team and the Training and Development subcommittee. The survey responses will be used to help revise and re-design the training modules for the fall 2012 semester.

Gap Analysis

SWOT

Units Impacted

Date	Unit Code	Planning Unit	Unit Manager
09/27/2011	00219	Teaching and Learning Center	Position, Vacant

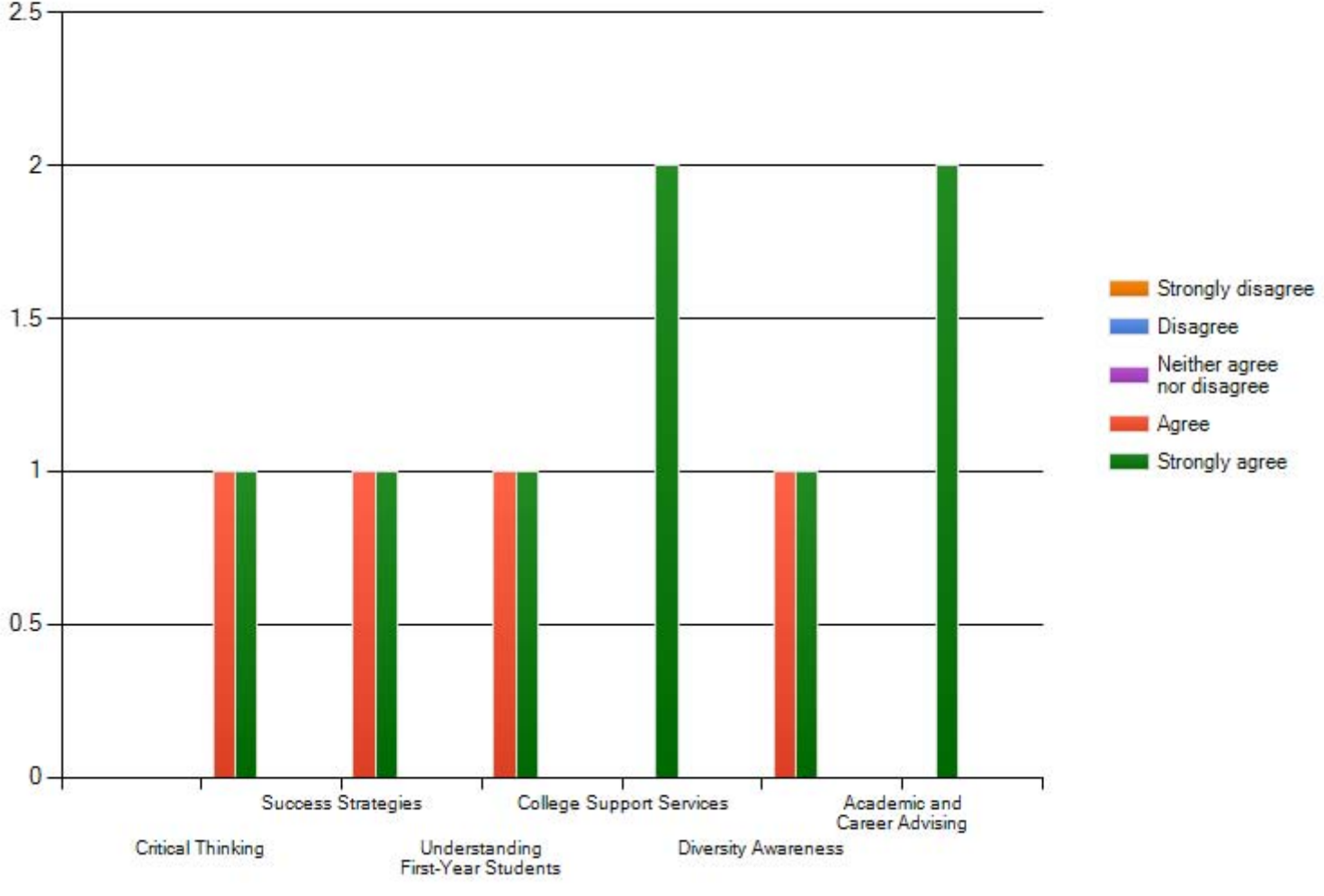
Associated Standards

Associated Outcomes

Documents

File Name	File Size	Date Modified
April_2012_Cornerstone Training Report.pdf	162.748 KB	3/26/2012
April_2012_Staff_Admin._Cornerstone_Module_Completion (3).pdf	78.156 KB	3/26/2012
QEP_Staff_and_Administrator_Training_Survey.pdf	219.761 KB	2/19/2012
Staff_Administrator_Training_Survey_Chart.PNG	30.803 KB	2/27/2012

Since completing the trainings, I have applied the knowledge gained in the following areas in my teaching or other interactions with students. (Check all that apply).



Cornerstone Course Training Report

April 1, 2012

Following is a count of the number of faculty/staff/administrators who have taken at least one Cornerstone course either in the TLC or online.

Total participants all campuses: 309

Lee Campus: 232

Faculty: 161 (68 Full Time, 93 Adjuncts)

Staff: 59(56 Full Time, 3 Part time)

Administration: 17

Charlotte Campus: 40

Faculty: 17 (7 Full Time, 10 Adjuncts)

Staff: 21 (16 Full Time, 5 Part Time)

Administration: 3

Collier Campus: 24

Faculty: 17 (6 Full Time, 11 Adjuncts)

Staff: 6 (4 Full Time, 2 Part Time)

Administration: 1

Hendry Glades: 13

Faculty: 9 (4 Full Time, 5 Adjuncts)

Staff: 3 (3 Full Time)

Administration: 1

Staff	Position	Department	Campus
Van Kylen, Sharon	Instructional Assistant	Math-Lab	Hendry-Glades
Shula, Lori	Instructional Assistant	Writing-English	Hendry-Glades
Pat Land	Collier Campus Dean		Charlotte
Edith Pendleton	VP Strategic Planning		Lee-District
Gravelin, David	Staff	Academic Success	Charlotte
Land, Pat	President	Administration	Collier
Moorehead, Virginia	Staff (completed 5)	Student Services	Charlotte
Urban, Leslie	Staff (completed 5)	Baccalaureate Progr	Lee
Zimmerman, Kristin	Dean Program Development	Baccalaureate Progr	Lee
Jandola, Joyce	Staff (completed 10)	Academic Success	Charlotte
Handlon, Quinton	Staff (completed 10)	IA Computer Scienc	Charlotte
Salem, Patricia	Staff (completed 5)	Student Services	Charlotte
Rallo, Cindy	Staff (completed 5)	Admissions	Charlotte
Morris, Wendy	Staff (completed 5)	Nursing	Charlotte
Fritsch, Ann	Staff (completed 5)	Student Services	Charlotte
Auer, Amanda	Staff (completed 5)	Bac.	Lee
Mitchell, Taryn	Staff (completed 10)	Academic Success	Charlotte
Schollard, Paul	Staff (completed 5)	ASC	Charlotte

email

Cornerstone Course Training Report

April 1, 2012

Following is a count of the number of faculty/staff/administrators who have taken at least one Cornerstone course either in the TLC or online.

Total participants all campuses: 309

Lee Campus: 232

Faculty: 161 (68 Full Time, 93 Adjuncts)

Staff: 59(56 Full Time, 3 Part time)

Administration: 17

Charlotte Campus: 40

Faculty: 17 (7 Full Time, 10 Adjuncts)

Staff: 21 (16 Full Time, 5 Part Time)

Administration: 3

Collier Campus: 24

Faculty: 17 (6 Full Time, 11 Adjuncts)

Staff: 6 (4 Full Time, 2 Part Time)

Administration: 1

Hendry Glades: 13

Faculty: 9 (4 Full Time, 5 Adjuncts)

Staff: 3 (3 Full Time)

Administration: 1

Planning Objective Report

Objective Report:

Objective ID: 1554
Objective Title: Faculty Professsional Development in Support of the QEP
Unit Manager: DeLuca, Eileen
Planning Unit: 00330 - First Year Experience and Academic Success
Obj. Status: Implementing
Obj. Purpose: Operational Outcome
Unit Purpose:

Objective Description:

As the faculty complete the Cornerstone Experience Instructor professional development modules, and related conferences,they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.

Institutional Goals	Objective Types	Planning Priorities
C. Develop Edison State orientation for all faculty and staff	No Objective Types to Display	No Planning Priorities to Display

Tasks

Due Date	Status	Priority	Task	Budget Amount
02/01/2012	Complete	High	Develop post-training survey	$0

Assessment Measures

Date	Assessment Measure
09/27/2011	Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)
09/27/2011	Transfer of training faculty self-report survey
09/27/2011	Supplementary Instructional Methods items from SIR II: 22, 23, 24, 25, 26, 27 and 28 and Communication items: 6, 7, 8, 9 and 10

Intended Results

Date	Intended Results
09/27/2011	Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.
09/27/2011	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.
09/27/2011	Beginning AY 2012-13, faculty results for these items will be at or above the national average.

Status Reports

Report Date	Status Report
3/26/2012	As of April 2012, 37 faculty have completed the ten Cornerstone Instructor Certification Training Modules.
3/20/2012	Dr. Gubitti agreed to serve as the Training and Development Subcommittee chair. During an SLS 1515 Community of Practice meeting, Dr. DeLuca, Dr. Gubitti and the faculty agreed to invite trainer, Steve Piscitelli, to lead a 2-day summer workshop on Critical Thinking and Understanding the first-year student. Dr. DeLuca spoke with Steve Piscitelli, they agreed on a fee and schedule. The tentative date is June 28 and 29.
3/20/2012	As of March 2012, 309 faculty, staff or administrators have participated in one or more Cornerstone Module trainings. 32 faculty have completed all ten required Cornerstone Instructor Training modules (See attached Training Report and Faculty Completers Spreadsheet).
2/19/2012	In order to gain feedback on the efficacy of the Cornerstone Experience Training modules, The QEP Implementation Committee designed two surveys that include both Likert Scale items and open-ended responses. (See attached Cornerstone Instructor Training Modules Survey.) The surveys were sent out to completers in February 2012.
1/24/2012	As of January 2012, thirty faculty, and three staff members have completed all ten Cornerstone Instruction Certification Modules. See attached "Cornerstone Certification Faculty" chart. All fourteen faculty currently teaching the course have completed all ten modules.
1/24/2012	On, January 19, Dr. DeLuca sent out a message to all SLS 1515 faculty that funding is available for attendance at the 31st Annual Conference on the First Year Experience which will be held in San Antonio Texas from February 17-21. Five of the sixteen (36%) of the current faculty volunteered to attend the conference.

Actual Results

Date	Actual Results
02/26/2012	Mid-year results: Twenty-five of the thirty faculty completers responded to the Cornerstone Instructor Module survey. 68.7% of the completers "agreed" or "strongly agreed" that they had applied the "Critical Thinking" knowledge gained from the modules to their teaching or interactions with students (falling 11.3% short of the stated goal). 79.2% of the completers "agreed" or "strongly agreed" that they had applied the "Success Strategies" knowledge gained from the modules to their teaching or interactions with students (falling .8% short of the stated goal). See attached Cornerstone Instructor Module Survey results.

Use of Results

Date	Use of Results
02/26/2012	The Cornerstone Instructor Module Survey data will be reviewed by the QEP Implementation Team at the meeting on March 1. The survey responses will be used to help revise and re-design the training modules for the fall 2012 semester.
03/20/2012	On March 1, Dr. DeLuca reviewed the Cornerstone Instructor module survey data with the QEP Implementation Team (see attached minutes). For all Likert Scale items, the majority of the respondents "agreed" or "strongly agreed" that the modules had increased their understanding of the topics. Also, the majority of the respondents "agreed" or "strongly agreed" that they had applied the development of critical thinking and success strategies to their interactions with students. The group also reviewed the open-ended responses. One trend noted was that respondents wanted more "course-specific" training in terms of the assignments, assessments, and teaching developmental students. The data will be reviewed by the Training and Development subcommittee to inform improvement of the modules.

Gap Analysis

SWOT

Units Impacted

Date	Unit Code	Planning Unit	Unit Manager
09/27/2011	00219	Teaching and Learning Center	Position, Vacant

Associated Standards

Associated Outcomes

Documents

File Name	File Size	Date Modified
April_2012_Cornerstone Training Report.pdf	162.748 KB	3/26/2012
April_2012_Faculty_Cornerstone_Module_Completion (3).xlsx	12.975 KB	3/26/2012
Certified Faculty List_as_of_January_24_2012.pdf	151.593 KB	1/28/2012
Cornerstone_Instructor_Module_Survey_Results_Spring_2012_02262012.pdf	38.304 KB	2/27/2012
Cornerstone_Training_Report_March_2012.pdf	162.475 KB	3/21/2012
FACULTY_Completers_Cornerstone_Modules_March_2012.pdf	159.474 KB	3/21/2012

Certified Cornerstone Experience Faculty as of January. 2012 (Competed 10 modules)

Name	Campus	Discipline	F/T	P/T
Arndt, Sallie	Hendry/Glades	College Prep		X
Bove, Frank	Lee	Economics		X
Dye, Joyce	Charlotte	College Prep		X
Engdahl, Mike	Lee	Professional & Technical		X
Ewald, Cindy	Lee	Academic Success		X
Gubitti, Rebecca	Lee	College Prep	X	
Heck, Terri	Lee	Psychology	X	
Hoffman, David	Lee	Professional & Technical	X	
Jaffe, David	Lee	Sociology		X
King, Stephanie	Lee	Professional & Technical	X	
Marecz, Jaime	Lee	College Prep	X	
McLymont, Rhonda	Hendry/Glades	Psychology		X
Miller, Regina	Lee	Education	X	
Miller, Freida	Lee	Academic Success		X
Moller, Marjorie	Charlotte	Math	X	
Nisson, Mike	Lee	Criminal Justice	X	
Paschall, Katie	Collier	Speech	X	
Pollitt, Brian	Hendry/Glades	Student Success		X
Robertson, Mary	Lee	Education	X	
Rodgers, Gary	Lee	Marekting		X
Schaeffer, Elaine	Lee	Education	X	
Shula, Lori	Hendry/Glades	I.A. Writing Lab	X	
Sokhanvari, Sam	Lee	I.D.S.		X
Tawil, Martin	Lee	Education	X	
Thomas, Samuel	Hendry/Glades	Psychology		X
Vache, Catherine	Lee	Math		X
Van Gaalen, Judy	Lee	English	X	
Van Kylen, Sharon	Hendry/Glades	Math Lab I.A.	X	
Walters, Myra	Lee	Speech	X	
Washburn, Donnalee	Lee	Education		X
Wroble, Lisa	Lee	College Prep		X
Yates, Elizabeth	Lee	DLA		X

Cornerstone_Instructor_Certification_Follow-up

SurveyMonkey

1. Your participation in this survey is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher and there is no way that your responses could be known by the workshop facilitators or your colleagues. Your completion or lack of completion of the survey also does not affect your relationship to Edison State College in any way. You are welcome to contact the Dean of Institutional Research, Planning and Effectiveness at ir@edison.edu or 239-489-9291 with questions or concerns about participants' rights.

	Response Percent	Response Count
I agree to participate.	**100.0%**	**25**
I do not agree to participate.	0.0%	0
	answered question	**25**
	skipped question	**0**

2. I am a(n)...

	Response Percent	Response Count
Adjunct faculty member	41.7%	10
Full-time faculty member	**58.3%**	**14**
	answered question	**24**
	skipped question	**1**

3. Indicate the extent to which you agree with the following statements about the Cornerstone Training Modules.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Rating Average	Response Count
The training increased my understanding of "critical thinking."	4.2% (1)	0.0% (0)	25.0% (6)	**50.0% (12)**	20.8% (5)	3.83	24
The training increased my ability to promote and support critical thinking among students.	4.2% (1)	0.0% (0)	25.0% (6)	**58.3% (14)**	12.5% (3)	3.75	24
The training increased my understanding of research-based "success strategies."	4.2% (1)	4.2% (1)	16.7% (4)	**54.2% (13)**	20.8% (5)	3.83	24
The training increased my ability to promote and support success strategies among students.	4.2% (1)	4.2% (1)	8.3% (2)	**50.0% (12)**	33.3% (8)	4.04	24
					answered question		**24**
					skipped question		**1**

4. Participating in the Cornerstone Instructor Training Modules...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Rating Average	Response Count
Gave me a greater understanding of the needs of first-year college students.	4.2% (1)	12.5% (3)	8.3% (2)	**54.2% (13)**	20.8% (5)	3.75	24
Increased my understanding about research-based strategies that support the success and retention of first-year students.	4.2% (1)	4.2% (1)	16.7% (4)	**54.2% (13)**	20.8% (5)	3.83	24
Helped me to understand how to actively engage students to increase information retention and/or classroom learning.	4.2% (1)	4.2% (1)	20.8% (5)	**58.3% (14)**	12.5% (3)	3.71	24
Gave me ideas to develop student-centered instruction and engage in student-centered communication.	4.2% (1)	4.2% (1)	25.0% (6)	**41.7% (10)**	25.0% (6)	3.79	24
Increased my understanding of the needs of developmental or remedial learners.	8.3% (2)	4.2% (1)	20.8% (5)	**45.8% (11)**	20.8% (5)	3.67	24
Increased my understanding of the role of learning styles so that I may adapt my classroom teaching, and/or my communication with students.	4.2% (1)	0.0% (0)	25.0% (6)	**50.0% (12)**	20.8% (5)	3.83	24
Expanded my familiarity with college services and support.	4.2% (1)	0.0% (0)	8.3% (2)	**62.5% (15)**	25.0% (6)	4.04	24
Increased my understanding of diverse students and how to celebrate diversity in my classes.	4.2% (1)	4.2% (1)	12.5% (3)	**62.5% (15)**	16.7% (4)	3.83	24
Increased my ability to support students' academic and career planning.	4.3% (1)	8.7% (2)	26.1% (6)	**47.8% (11)**	13.0% (3)	3.57	23
Provided me with ideas for how to adapt my teaching style in the classroom and/or my approach to dealing with students.	4.2% (1)	4.2% (1)	20.8% (5)	**54.2% (13)**	16.7% (4)	3.75	24

answered question	**24**
skipped question	**1**

5. The training...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Rating Average	Response Count
Prepared me to guide students in the completion of the SLS 1515 assignments and assesments.	4.2% (1)	8.3% (2)	20.8% (5)	**50.0% (12)**	16.7% (4)	3.67	24
Prepared me to lead instruction in the Cornerstone Experience SLS 1515 course.	4.2% (1)	4.2% (1)	25.0% (6)	**45.8% (11)**	20.8% (5)	3.75	24

answered question	**24**
skipped question	**1**

6. Since completing the trainings, I have applied the knowledge gained in the following areas in my teaching or other interactions with students.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Rating Average	Response Count
Critical Thinking	4.2% (1)	4.2% (1)	20.8% (5)	**54.2% (13)**	16.7% (4)	3.75	24
Success Strategies	4.2% (1)	0.0% (0)	16.7% (4)	**54.2% (13)**	25.0% (6)	3.96	24
Understanding First-Year Students	4.2% (1)	4.2% (1)	12.5% (3)	**45.8% (11)**	33.3% (8)	4.00	24
Student-Centered Instruction	4.2% (1)	8.3% (2)	16.7% (4)	**45.8% (11)**	25.0% (6)	3.79	24
Support for Developmental/Remedial Learners	4.2% (1)	4.2% (1)	25.0% (6)	**45.8% (11)**	20.8% (5)	3.75	24
Learning Styles	4.2% (1)	0.0% (0)	25.0% (6)	**41.7% (10)**	29.2% (7)	3.92	24
College Support Services	4.2% (1)	0.0% (0)	8.3% (2)	**66.7% (16)**	20.8% (5)	4.00	24
Diversity Awareness	4.2% (1)	0.0% (0)	16.7% (4)	**54.2% (13)**	25.0% (6)	3.96	24
Academic and Career Advising	4.2% (1)	8.3% (2)	16.7% (4)	**50.0% (12)**	20.8% (5)	3.75	24
					answered question		**24**
					skipped question		**1**

7. Please tell us what additional training topic would have been useful to help you apply practices that promote critical thinking and success strategies among first-year students.

	Response Count
	12
answered question	12
skipped question	13

8. What would you have done to make this Cornerstone Instructor Training program more effective? What changes would you suggest?

	Response Count
	14
answered question	14
skipped question	11

Page 6, Q1. Please tell us what additional training topic would have been useful to help you apply practices that promote critical thinking and success strategies among first-year students.		
1	I think a problem-solving course based on the various issue that teachers might run into when teaching a cornerstone course. How to adequately run a course and tackle issues when a majority of the students are not prepared for college life. A course that discusses the typical issue that might arise so professors can have an idea of what to expect.	Feb 23, 2012 1:08 PM
2	Helping students deal with stress/pressures (from family, academics, work).	Feb 21, 2012 1:27 PM
3	n/a	Feb 21, 2012 1:13 PM
4	Hands on activities that lead to student centered learning.	Feb 21, 2012 10:55 AM
5	A little more practise using hands on activites would have enhanced the training.	Feb 20, 2012 10:52 AM
6	Cooperative Learning Listening Skills	Feb 18, 2012 4:37 PM
7	n/a	Feb 18, 2012 2:42 PM
8	The content material/text was introduced. It would have been helpful to have a list of the chapter titles to get a better understanding of the role of the text in the coursework and to get an idea about key areas that will be covered.	Feb 18, 2012 10:18 AM
9	Perhaps more examples of activities that incorporate application of critical thinking skills.	Feb 17, 2012 8:36 PM
10	None that i can think of presently	Feb 17, 2012 4:12 PM
11	more about the application of critical thinking skills to everyday campus experiences	Feb 17, 2012 3:40 PM
12	I think providing more activities to engage the students. Providing activities that were more on the developmental need	Feb 17, 2012 1:45 PM

Page 6, Q2. What would you have done to make this Cornerstone Instructor Training program more effective? What changes would you suggest?		
1	The training felt scattered and disconnected. It may have been helpful if the training is offered with a cohort of people, and was presented in a more interconnected format.	Feb 23, 2012 1:08 PM
2	Use the AR method to plan and implement this course. Future modules need to provide specific activities that were successful with Edison students. Input from the instructors is vital and potential problems any of us foresaw should have been incorporated into the actual course syllabus/materials. Final modules should have provided specific and common course activities/projects for all instructors to try during this first semester.	Feb 21, 2012 1:27 PM
3	Quality of videos improved	Feb 21, 2012 1:13 PM
4	Sharing pacing guides for the course.	Feb 21, 2012 10:55 AM
5	I was very impressed with all of the modules and felt that I learned a lot from each. The only change would be a few more interactive activities in some of the modules. Most had a lot but a few were just lecture. I enjoyed learning the new stratagies and have used some in my classes.	Feb 20, 2012 10:52 AM
6	The Cornerstone Instructor Training is comprehensive in meeting the needs of incoming students. All students should be required to take the course.	Feb 18, 2012 4:37 PM
7	Updates on how the course is going this semester and what changes are anticipated for the course	Feb 18, 2012 2:42 PM
8	see above. Fortunately, it was available on-line. It would have been helpful if the presentors introduced themselves during an initial part of the presentation - names were asked on the evaluation sheets/feedback sheets but they were not always available.	Feb 18, 2012 10:18 AM
9	Some of the assignments/asessments need more direction and clarification, especially the Passport activity. Have a goal for the amount of points to earn - perhaps relate it to a grade for the course.	Feb 17, 2012 8:36 PM
10	The items that are embedded in this class are very broad and should be limited to those items that are not covered in other Edison classes or needed to be successful during the first semester, ie cover sheet and resume should be reconsidered for this class material. Help the students to be successful in this class by not expecting it to be a shotgun approach of blasting alot of information- too fast and too much. These are remedial students that need to grasp the material and may need less to do better.	Feb 17, 2012 7:11 PM
11	Bigger classroom, More time to each module	Feb 17, 2012 4:12 PM
12	more opportunities to share the expertise of the variety of instructors teaching this course, more ownership by the participants and a bit less top-down instruction most modules were quite good, but some instructors in the training had as much, if not more, knowledge in particular areas and could have added to the presentations if there had been more opportunity to do so	Feb 17, 2012 3:40 PM
13	I got a lot out of the course the way it was. As a a very hands on learner, my	Feb 17, 2012 1:57 PM

Page 6, Q2. What would you have done to make this Cornerstone Instructor Training program more effective? What changes would you suggest?		
	best learning has come from my classroom experience.	
14	Had more structure on the course content. I did not feel prepared to cover engage the students the way the course was intended. The design does not support the need.	Feb 17, 2012 1:45 PM

Faculty	FT or Adjunct	Department	Campus	
Walters, Myra	FT	Speech and Communications	Lee	
Arndt, Sallie	Adjunct	FYE/Academic Success	Hendry-Glades	email
Bove, Frank	Adjunct	Economics	Lee	
Dye, Joyce	Adjunct	College Prep	Charlotte	
Engdahl, Michael	Adjunct	Business	Lee	
Ewald, Cindy	Adjunct	FYE/Academic Success	Lee	
Gubbiti, Rebecca	FT	College Prep-Mathematics	Lee	
Heck, Terri	FT	Pyschology	Lee	
Hoffman, David	FT	Business	Lee	
Jaffe, David	Adjunct	Sociology	Lee	
King, Stephanie	FT	Professional & Technical	Lee	
Marecz, Jaime	FT	College Prep-Mathematics	Lee	
McLymont, Rhonda	Adjunct	Pyschology	Hendry-Glades	
Miller, Freida	Adjunct	FYE/Academic Success	Lee	
Moller, Marjorie	FT	Mathematics	Charlotte	
Nisson, Mike	FT	Criminal Justice	Lee	
Paschall, Katie	FT	Speech and Communications	Collier	
Pollit, Brian	Adjunct	Student Success	Hendry-Glades	
Robertson, Mary	FT	Education	Lee	
Schaeffer, Elaine	FT	Education	Lee	
Sokhanvari, Sam	Adjunct	Mathematics-Science	Lee	
Tawil, Martin	FT	Education	Lee	
Thomas, Samuel	Adjunct	Pyschology	Hendry-Glades	
Vache, Catherine	FT	College Prep-Mathematics	Lee	
Van Gaalen, Judy	FT	English	Lee	
Washburn, Donnalee	Adjunct	Education	Lee	
Wroble, Lisa	Adjunct	College Prep-English	Collier	
Yates, Elizabeth	Adjunct	College Prep-EAP	Lee	
Chatham, Peggy	Adjunct	Microbiology	Lee	
Jenkins, Markus	Adjunct	Continuing Education	Lee	
Miller, Regina	FT	Education	Lee	
Clark, Kathy	FT	Economics	Collier	
Granata, Michael	Adjunct	Sociology	Collier	

Hepner, Roy	Adjunct	Math & Science	Lee	
De Valenzia, Phyllis	Adjunct	College Prep	Lee	
Campbell, Cindy	FT	Library	Lee	

Cornerstone Course Training Report

April 1, 2012

Following is a count of the number of faculty/staff/administrators who have taken at least one Cornerstone course either in the TLC or online.

Total participants all campuses: 309

Lee Campus: 232

Faculty: 161 (68 Full Time, 93 Adjuncts)

Staff: 59(56 Full Time, 3 Part time)

Administration: 17

Charlotte Campus: 40

Faculty: 17 (7 Full Time, 10 Adjuncts)

Staff: 21 (16 Full Time, 5 Part Time)

Administration: 3

Collier Campus: 24

Faculty: 17 (6 Full Time, 11 Adjuncts)

Staff: 6 (4 Full Time, 2 Part Time)

Administration: 1

Hendry Glades: 13

Faculty: 9 (4 Full Time, 5 Adjuncts)

Staff: 3 (3 Full Time)

Administration: 1

	A	B	C	D	E
1	**Faculty**	**FT or Adjunct**	**Department**	**Campus**	
2	Walters, Myra	FT	Speech and Communications	Lee	mwalters@edison.edu
3	Arndt, Sallie	Adjunct	FYE/Academic Success	Hendry-Glades	saardnt@edison.edu
4	Bove, Frank	Adjunct	Economics	Lee	fbove@edison.edu
5	Dye, Joyce	Adjunct	College Prep	Charlotte	jdye1@edison.edu
6	Engdahl, Michael	Adjunct	Business	Lee	mengadahl@edison.edu
7	Ewald, Cindy	Adjunct	FYE/Academic Success	Lee	cbeworld@edison.edu
8	Gubbiti, Rebecca	FT	College Prep-Mathematics	Lee	rebecca.gubbiti@edison.edu
9	Heck, Terri	FT	Pyschology	Lee	theck@edison.edu
10	Hoffman, David	FT	Business	Lee	dhoffman@edison.edu
11	Jaffe, David	Adjunct	Sociology	Lee	dljaffe@edison.edu
12	King, Stephanie	FT	Professional & Technical	Lee	sdk0602@yahoo.com
13	Marecz, Jaime	FT	College Prep-Mathematics	Lee	jmareez1@edison.edu
14	McLymont, Rhonda	Adjunct	Pyschology	Hendry-Glades	rmclymon+@edison.edu
15	Miller, Freida	Adjunct	FYE/Academic Success	Lee	fmiller1@edison.edu
16	Moller, Marjorie	FT	Mathematics	Charlotte	mmoller@edison.edu
17	Nisson, Mike	FT	Criminal Justice	Lee	manisson@edison.edu
18	Paschall, Katie	FT	Speech and Communications	Collier	kpashall@edison.edu
19	Pollit, Brian	Adjunct	Student Success	Hendry-Glades	
20	Robertson, Mary	FT	Education	Lee	mrobertson@edison.edu
21	Schaeffer, Elaine	FT	Education	Lee	eschaffer@edison.edu
22	Sokhanvari, Sam	Adjunct	Mathematics-Science	Lee	swsokhanvari@edison.edu
23	Tawil, Martin	FT	Education	Lee	mtawil@edison.edu
24	Thomas, Samuel	Adjunct	Pyschology	Hendry-Glades	sthomas11@edison.edu
25	Vache, Catherine	FT	College Prep-Mathematics	Lee	cvache@edison.edu
26	Van Gaalen, Judy	FT	English	Lee	jfvangaelen@edison.edu
27	Washburn, Donnalee	Adjunct	Education	Lee	dwasburn@edison.edu
28	Wroble, Lisa	Adjunct	College Prep-English	Collier	laworble@edison.edu
29	Yates, Elizabeth	Adjunct	College Prep-EAP	Lee	eyates@edison.edu
30	Chatham, Peggy	Adjunct	Microbiology	Lee	pchatham@edison.edu
31	Jenkins, Markus	Adjunct	Continuing Education	Lee	m.jenkis2@comcast.net
32	Miller, Regina	FT	Education	Lee	rmiller10@edison.edu

Planning Objective Report

Objective Report:

Objective ID: 1548 **Objective Title:** QEP Direct Measure of Critical Thinking

Unit Manager: DeLuca, Eileen **Planning Unit:** 00330 - First Year Experience and Academic Success

Obj. Status: Implementing **Obj. Purpose:** Assessment Outcome

Unit Purpose:

Objective Description:

Upon successful completion of the Cornerstone Experience course, students will demonstrate their acquisition of analytical and evaluation skills; students will apply these acquired skills to guide their thinking, behavior, and attitude.

Institutional Goals	Objective Types	Planning Priorities
A. Develop a robust program review model	No Objective Types to Display	No Planning Priorities to Display

Tasks

Due Date	Status	Priority	Task
03/19/2012	In Progress	High	During the inaugural semester, the SLS 1515 lead faculty member, Myra Walters will lead a rubric standardization/norming session for the Critical Thinking Journal Rubric. Faculty will collect the first-two journal entries to provide formative feedback to the students. A random sample of student entries (IRPE office will stratify to ensure representation from across campuses) will be copied, names will be redacted, and faculty scoring teams will score entries. Inter-rater reliability will be established. Faculty will also provide feedback towards making any necessary modifications.
05/21/2012	In Progress	High	During the inaugural semester, the SLS 1515 lead faculty member, Myra Walters will lead a rubric standardization session for the Success Strategies Presentation Rubric.

Assessment Measures

Date	Assessment Measure
09/27/2011	Critical Thinking Journal-Scored with Critical Thinking Rubric
09/27/2011	Final Essay-Scored with Critical Thinking Rubric
09/27/2011	California Critical Thinking Skills Test scores

Intended Results

Date	Intended Results
09/27/2011	By the end of the Spring 2012 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the Critical Thinking Journal rubric (10% should achieve a 4: exemplary)
09/27/2011	By the end of the Spring 2012 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric (20% should achieve a 4: exemplary)
09/27/2011	By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year..

Status Reports

Report Date	Status Report
3/26/2012	Six faculty have volunteered to attend the International Critical Thinking Conference in July 2012.
3/26/2012	Steve Piscitelli will lead a two-day Critical Thinking Workshop at ESC on June 28 and June 29. All faculty, staff, and administrators will be invited to attend.
3/26/2012	On March 26, the Cornerstone Faculty reviewed the qualitative and quantitative rubric data from the March 3rd standardization session (see attached minutes). Based on the data and discussions, the curriculum committee is revising the rubric. The revised rubric will be used as a summative instrument by all faculty for the final journal submission.
3/21/2012	On March 20, Dr. DeLuca sent an email to SLS1515 faculty and QEP Response Team members alerting them about the upcoming International Critical Thinking Conference (July 2012). She has invited five participants to attend. So far six faculty and administrators have expressed an interest.
3/20/2012	On March 3, nine faculty and the Dean of College and Career Readiness engaged in a rubric standardization session. The session will provided an opportunity for instructors to engage in a formative assessment of student artifacts, discuss the clarity of the Critical Thinking Journal assignment guidelines, practice using the rubric for scoring, and provide feedback for revising the rubric for clarity and efficacy. Both qualitative and quantitative data were collected. The qualitative responses were summarized and sent to all SLS 1515 faculty on March 14. The inter-rater correlations were provided by the IRPE on and disseminated to the Dean and Lead faculty on March 19. Both the qualitative and quantitative data will be reviewed with all SLS 1515 faculty on March 26 to inform revisions to the rubric.
3/20/2012	In March 2012, A QEP “Standardized Assessment” committee was established. Monica Moore and Professor Freida Miller are chairing this committee. They are reviewing “California Critical Thinking Test” data and ensuring that the post-assessment will be ready for the target date. They are also reviewing related assessments (based on faculty input) that may prove to be a more suitable assessment tool (in terms of readability) for the students.
2/19/2012	Before the Critical Thinking rubric is used as an overall summative instrument of achievement, the faculty will engage in a rubric standardization session. In February 2012, the QEP Implementation Team asked instructors to collect initial journal entries from students. A representative sample was collected from all campuses. Upon collection, the journal entries were photocopied, and names were redacted. A rubric standardization session will be held on March 3, 2012. Ten of the fourteen SLS 1515 faculty have agreed to participate. The session will provide an opportunity for instructors to engage in a formative assessment of student artifacts, discuss the clarity of the Critical Thinking Journal assignment guidelines, practice using the rubric for scoring, and provide feedback for revising the rubric for clarity and efficacy.
1/28/2012	The inaugural SLS 1515 sections began on January 9, 2012.

Actual Results

Date	Actual Results
01/28/2012	This is the course’s inaugural semester. Baseline rubric scores will be available after May 2012

Use of Results

Date	Use of Results
01/28/2012	Results of the standardization/norming session in March 2012, will be used to revise the rubric for implemenntation at the end of the spring 2012 semester. After May, 2012 The lead faculty, Myra Walters, will review the baseline data with the other SLS 1515 faculty. The analysis and discussion will inform instructional delivery and assessment of critical thinking.

Gap Analysis

SWOT

Units Impacted

No Units Impacted data

Associated Standards

Associated Outcomes

Documents

File Name	File Size	Date Modified
Correlations_March_3.pdf	2.02 MB	3/21/2012
Criteria_Correlations_March_3.pdf	168.312 KB	3/28/2012
Minutes_Community_of_Practice_032612.pdf	223.569 KB	3/26/2012
SLS_1515_Rubric_Standardization_Qualitative_Responses_SLS 1515.pdf	109.345 KB	3/21/2012

Minutes

Cornerstone Community of Practice

S-117

March 26, 2012, 3:00-4:00

Dr. Eileen DeLuca	***Present***	Elaine Schaeffer	***Present***
Myra Walters	***Present***	Terri Heck	***Present***
Freida Miller	***Present***	Martin Tawil	***Present***
David Hoffman	***Present***	Gary Rodgers	***Present***
Jaime Marecz	***Present***	Dr. Rebecca Gubitti	***Present***
Lisa Wroble	***Present***	Dr. Katie Paschall	***Present***

1. Critical Thinking Test: Freida Miller reviewed the procedures for the Critical Thinking post-test. She will send the guidelines and pass codes to the group.

2. Dr. DeLuca and the faculty reviewed the qualitative and quantitative data from the rubric standardization session.

Qualitative responses:

- The faculty discussion and written responses indicate that the group may lack a shared understanding of the elements of the Elder-Paul Critical Thinking Model. The faculty agreed that they would like to engage in more Critical Thinking Training. Steve Piscitelli will lead a two-day Critical Thinking workshop at ESC on June 28 and 29. Six faculty agreed to attend the International Critical Thinking Conference in July 2012. Regular Critical Thinking Community of Practice sessions are planned for 2012-2013, to be led by faculty who have attended the International Critical Thinking Conference. Rubric training will be built into the QEP Cornerstone Instructor Training Modules.
- One specific rubric criterion that there was disagreement on was “Relevancy.” Many faculty disagreed on how to interpret the levels of performance for this criterion.
- There were many comments on how to tweak the wording in some items to make the levels of performance more specific and measurable.

Quantitative data:

- While reliability was established in the inter-rater correlations, in some areas it was a low correlation. The criterion with the lowest correlation was “Relevancy.” This supports the faculty’s assertion that they lacked a shared understanding of this criterion. Myra will give the faculty guidance on how to score the “Relevancy” criterion.

- There were many criteria that seemed to correlate strongly with others. “Accuracy” was one that seemed to correlate strongly with many of the other criterion. Faculty may consider whether or not this criterion needs to be measured separately from others.

3. The group discussed the results and what changes they would make based on the results. Myra Walters and the curriculum subcommittee will revise the rubric based on the data and discussion. The revised rubric will be used by all faculty as a summative instrument for the final journal submission.

Minutes submitted by Eileen DeLuca

The SAS System

The CORR Procedure

10 Variables:	AC1
	AC2
	AC3
	AC4
	AC5
	BC1
	BC2
	BC3
	BC4
	BC5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
AC1	110	2.78182	0.93241	306	1	4	AC1
AC2	110	2.88182	0.84302	317	1	4	AC2
AC3	110	2.77273	0.89503	305	1	4	AC3
AC4	110	2.67273	0.81397	294	1	4	AC4
AC5	110	2.51818	0.91603	277	1	4	AC5
BC1	110	2.71818	0.92995	299	1	4	BC1
BC2	110	2.7	0.87315	297	1	4	BC2
BC3	110	2.67273	0.99641	294	1	4	BC3
BC4	110	2.52727	0.89555	278	1	4	BC4
BC5	110	2.63636	0.94556	290	1	4	BC5

Pearson Correlation Coefficients, N = 110 Prob > |r| under H0: Rho=0										
	AC1	**AC2**	**AC3**	**AC4**	**AC5**	**BC1**	**BC2**	**BC3**	**BC4**	**BC5**
AC1	1	0.78391	0.61063	0.69078	0.68139	0.18237	0.15551	0.07056	0.2489	0.14852
AC1		<.0001	<.0001	<.0001	<.0001	0.0565	0.1047	0.4639	0.0087	0.1215
AC2	0.78391	1	0.62066	0.74531	0.56712	0.26139	0.25052	0.18289	0.28988	0.23333
AC2	<.0001		<.0001	<.0001	<.0001	0.0058	0.0083	0.0558	0.0021	0.0142
AC3	0.61063	0.62066	1	0.69032	0.37995	0.14279	0.15848	0.07014	0.19666	0.03154
AC3	<.0001	<.0001		<.0001	<.0001	0.1367	0.0982	0.4665	0.0395	0.7436
AC4	0.69078	0.74531	0.69032	1	0.51252	0.2164	0.29948	0.21739	0.37734	0.2254
AC4	<.0001	<.0001	<.0001		<.0001	0.0232	0.0015	0.0225	<.0001	0.0179
AC5	0.68139	0.56712	0.37995	0.51252	1	0.18377	0.20761	0.11714	0.26779	0.21954
AC5	<.0001	<.0001	<.0001	<.0001		0.0546	0.0295	0.2229	0.0047	0.0212
BC1	0.18237	0.26139	0.14279	0.2164	0.18377	1	0.79882	0.68173	0.67579	0.80053
BC1	0.0565	0.0058	0.1367	0.0232	0.0546		<.0001	<.0001	<.0001	<.0001
BC2	0.15551	0.25052	0.15848	0.29948	0.20761	0.79882	1	0.75081	0.79079	0.72229
BC2	0.1047	0.0083	0.0982	0.0015	0.0295	<.0001		<.0001	<.0001	<.0001
BC3	0.07056	0.18289	0.07014	0.21739	0.11714	0.68173	0.75081	1	0.79147	0.70022
BC3	0.4639	0.0558	0.4665	0.0225	0.2229	<.0001	<.0001		<.0001	<.0001
BC4	0.2489	0.28988	0.19666	0.37734	0.26779	0.67579	0.79079	0.79147	1	0.68354
BC4	0.0087	0.0021	0.0395	<.0001	0.0047	<.0001	<.0001	<.0001		<.0001
BC5	0.14852	0.23333	0.03154	0.2254	0.21954	0.80053	0.72229	0.70022	0.68354	1
BC5	0.1215	0.0142	0.7436	0.0179	0.0212	<.0001	<.0001	<.0001	<.0001	

Criteria 1 and 2 are strongly correlated. (Clarity and Logic-Accuracy)

Criteria 2 and 4 are strongly correlated. (Accuracy-Significance)

Other Criteria with notable correlations

Criteria 1 and 5 (Clarity and Logic-Format, Mechanics, Grammar)

Criteria 2 and 3 (**Accuracy**-Relevance)

Criteria 2 and 5 (**Accuracy**-Format, Mechanics, Grammar)

Criteria 3 and 4 (Relevance-Significance)

Correlation Analysis

The CORR Procedure

6 With Variables:	R2C1	R2C2	R2C3	R2C4	R2C5	R2total
6 Variables:	R1C1	R1C2	R1C3	R1C4	R1C5	R1total

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
R2C1	25	2.88000	0.52599	72.00000	2.00000	4.00000
R2C2	25	2.92000	0.49329	73.00000	2.00000	4.00000
R2C3	25	2.72000	0.67823	68.00000	2.00000	4.00000
R2C4	25	2.60000	0.50000	65.00000	2.00000	3.00000
R2C5	25	2.92000	0.64031	73.00000	2.00000	4.00000
R2total	25	14.04000	2.00998	351.00000	10.00000	18.00000
R1C1	25	2.64000	0.75719	66.00000	1.00000	4.00000
R1C2	25	2.48000	0.71414	62.00000	1.00000	4.00000
R1C3	25	2.32000	0.90000	58.00000	1.00000	4.00000
R1C4	25	2.24000	0.66332	56.00000	1.00000	4.00000
R1C5	25	2.52000	0.71414	63.00000	1.00000	4.00000
R1total	25	12.20000	2.50000	305.00000	7.00000	16.00000

Pearson Correlation Coefficients, N = 25
Prob > |r| under H0: Rho=0

	R1C1	R1C2	R1C3	R1C4	R1C5	R1total
R2C1	0.30548	0.38158	0.26053	0.32483	0.17304	0.43093
	0.1375	0.0598	0.2085	0.1131	0.4081	0.0315
R2C2	0.14279	0.23182	0.15392	0.44314	0.12301	0.31760
	0.4959	0.2648	0.4626	0.0265	0.5580	0.1219
R2C3	-0.04219	0.03097	-0.39318	0.06298	0.05506	-0.11304
	0.8413	0.8832	0.0519	0.7649	0.7938	0.5906
R2C4	0.37419	0.21004	0.11111	0.42714	0.25672	0.40000
	0.0654	0.3136	0.5970	0.0332	0.2154	0.0476
R2C5	0.19594	0.26971	0.04627	0.34139	0.18588	0.29673
	0.3479	0.1923	0.8262	0.0949	0.3737	0.1498
R2total	0.25625	0.30537	0.01566	0.43002	0.21713	0.34660
	0.2163	0.1377	0.9408	0.0319	0.2972	0.0896

Correlation Analysis

The CORR Procedure

6 With Variables:	R4C1	R4C2	R4C3	R4C4	R4C5	R4total
6 Variables:	R3C1	R3C2	R3C3	R3C4	R3C5	R3total

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
R4C1	21	3.28571	0.78376	69.00000	2.00000	4.00000
R4C2	21	3.33333	0.91287	70.00000	1.00000	4.00000
R4C3	21	3.61905	0.58959	76.00000	2.00000	4.00000
R4C4	21	3.23810	0.94365	68.00000	2.00000	4.00000
R4C5	21	3.09524	0.83095	65.00000	2.00000	4.00000
R4total	21	16.57143	3.41426	348.00000	10.00000	20.00000
R3C1	21	2.52381	0.67964	53.00000	1.00000	4.00000
R3C2	21	2.90476	0.62488	61.00000	2.00000	4.00000
R3C3	21	3.00000	0.44721	63.00000	2.00000	4.00000
R3C4	21	2.71429	0.64365	57.00000	2.00000	4.00000
R3C5	21	2.47619	0.81358	52.00000	1.00000	4.00000
R3total	21	13.61905	2.71065	286.00000	8.00000	19.00000

Pearson Correlation Coefficients, N = 21
Prob > |r| under H0: Rho=0

	R3C1	R3C2	R3C3	R3C4	R3C5	R3total
R4C1	0.17432	0.26252	0.14265	-0.02832	0.32485	0.21854
	0.4498	0.2503	0.5373	0.9030	0.1508	0.3412
R4C2	0.18804	0.23374	0.24495	0.34039	0.38150	0.33677
	0.4143	0.3078	0.2845	0.1311	0.0879	0.1355
R4C3	0.39810	0.30374	0.37926	0.48938	0.50133	0.49908
	0.0739	0.1807	0.0900	0.0243	0.0206	0.0213
R4C4	0.49747	0.46434	0.47392	0.69385	0.49621	0.62365
	0.0218	0.0340	0.0300	0.0005	0.0221	0.0025
R4C5	0.17286	0.30722	0.13455	0.05342	0.37332	0.26110
	0.4537	0.1755	0.5609	0.8181	0.0955	0.2530
R4total	0.33860	0.37832	0.32746	0.37379	0.49115	0.46231
	0.1332	0.0908	0.1473	0.0951	0.0238	0.0349

Correlation Analysis

The CORR Procedure

6 With Variables:	R6C1	R6C2	R6C3	R6C4	R6C5	R6total
6 Variables:	R5C1	R5C2	R5C3	R5C4	R5C5	R5total

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
R6C1	20	2.75000	1.01955	55.00000	1.00000	4.00000
R6C2	20	2.65000	0.74516	53.00000	2.00000	4.00000
R6C3	20	2.65000	0.93330	53.00000	1.00000	4.00000
R6C4	20	2.30000	0.86450	46.00000	1.00000	4.00000
R6C5	20	2.50000	0.94591	50.00000	1.00000	4.00000
R6total	20	12.85000	3.99045	257.00000	6.00000	20.00000
R5C1	20	2.20000	1.15166	44.00000	1.00000	4.00000
R5C2	20	2.45000	0.94451	49.00000	1.00000	4.00000
R5C3	20	2.60000	0.94032	52.00000	1.00000	4.00000
R5C4	20	2.35000	1.08942	47.00000	1.00000	4.00000
R5C5	20	1.80000	1.05631	36.00000	1.00000	4.00000
R5total	20	11.40000	4.92470	228.00000	5.00000	20.00000

Pearson Correlation Coefficients, N = 20
Prob > |r| under H0: Rho=0

	R5C1	R5C2	R5C3	R5C4	R5C5	R5total
R6C1	0.80684	0.72418	0.65878	0.65155	0.73306	0.75473
	<.0001	0.0003	0.0016	0.0019	0.0002	0.0001
R6C2	0.76049	0.75902	0.69105	0.74235	0.84251	0.80030
	<.0001	0.0001	0.0007	0.0002	<.0001	<.0001
R6C3	0.60719	0.60601	0.55174	0.59270	0.61929	0.62752
	0.0045	0.0046	0.0117	0.0059	0.0036	0.0031
R6C4	0.62379	0.66391	0.54385	0.66501	0.64551	0.66262
	0.0033	0.0014	0.0132	0.0014	0.0021	0.0015
R6C5	0.62809	0.67747	0.53255	0.58735	0.57943	0.63271
	0.0030	0.0010	0.0156	0.0065	0.0074	0.0028
R6total	0.77419	0.77292	0.67046	0.72701	0.76666	0.78257
	<.0001	<.0001	0.0012	0.0003	<.0001	<.0001

Correlation Analysis

The CORR Procedure

6 With Variables:	R8C1	R8C2	R8C3	R8C4	R8C5	R8total
6 Variables:	R7C1	R7C2	R7C3	R7C4	R7C5	R7total

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
R8C1	22	3.00000	0.92582	66.00000	1.00000	4.00000
R8C2	22	2.81818	0.79501	62.00000	2.00000	4.00000
R8C3	22	2.90909	0.75018	64.00000	2.00000	4.00000
R8C4	22	2.72727	0.82703	60.00000	2.00000	4.00000
R8C5	22	3.09091	0.81118	68.00000	2.00000	4.00000
R8total	22	14.54545	3.63485	320.00000	9.00000	20.00000
R7C1	22	3.27273	0.70250	72.00000	2.00000	4.00000
R7C2	22	3.54545	0.59580	78.00000	2.00000	4.00000
R7C3	22	2.86364	1.12527	63.00000	1.00000	4.00000
R7C4	22	3.22727	0.52841	71.00000	2.00000	4.00000
R7C5	22	2.77273	0.75162	61.00000	2.00000	4.00000
R7total	22	15.68182	2.69720	345.00000	11.00000	20.00000

Pearson Correlation Coefficients, N = 22
Prob > |r| under H0: Rho=0

	R7C1	R7C2	R7C3	R7C4	R7C5	R7total
R8C1	0.21965	0.17266	0.04571	0.19468	0.27373	0.22883
	0.3260	0.4423	0.8399	0.3853	0.2177	0.3057
R8C2	0.43407	0.31988	0.13065	0.44311	0.32601	0.41588
	0.0435	0.1467	0.5622	0.0389	0.1387	0.0542
R8C3	0.32036	0.22277	0.26667	0.41498	0.21497	0.38511
	0.1461	0.3190	0.2303	0.0548	0.3367	0.0767
R8C4	0.38000	0.21964	0.26514	0.36652	0.27856	0.40754
	0.0811	0.3260	0.2331	0.0934	0.2094	0.0597
R8C5	0.20511	-0.00896	-0.03794	0.17169	0.42601	0.18797
	0.3598	0.9684	0.8669	0.4449	0.0481	0.4022
R8total	0.34924	0.20789	0.14712	0.35386	0.34384	0.36340
	0.1111	0.3532	0.5135	0.1062	0.1172	0.0964

Correlation Analysis

The CORR Procedure

6 With Variables:	R10C1 R10C2 R10C3 R10C4 R10C5 R10total
6 Variables:	R9C1 R9C2 R9C3 R9C4 R9C5 R9total

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
R10C1	22	1.68182	0.47673	37.00000	1.00000	2.00000
R10C2	22	1.77273	0.61193	39.00000	1.00000	3.00000
R10C3	22	1.50000	0.74001	33.00000	1.00000	3.00000
R10C4	22	1.77273	0.68534	39.00000	1.00000	3.00000
R10C5	22	1.54545	0.50965	34.00000	1.00000	2.00000
R10total	22	8.27273	2.33364	182.00000	5.00000	13.00000
R9C1	22	3.22727	0.92231	71.00000	1.00000	4.00000
R9C2	22	3.04545	0.84387	67.00000	1.00000	4.00000
R9C3	22	3.13636	0.71016	69.00000	1.00000	4.00000
R9C4	22	2.86364	0.71016	63.00000	2.00000	4.00000
R9C5	22	2.95455	0.89853	65.00000	1.00000	4.00000
R9total	22	15.22727	3.58478	335.00000	7.00000	20.00000

Pearson Correlation Coefficients, N = 22
Prob > |r| under H0: Rho=0

	R9C1	R9C2	R9C3	R9C4	R9C5	R9total
R10C1	0.28060	0.27440	0.41557	0.28770	0.18696	0.32297
	0.2059	0.2165	0.0544	0.1942	0.4048	0.1426
R10C2	0.34900	0.48203	0.51302	0.47318	0.24013	0.45882
	0.1114	0.0231	0.0146	0.0261	0.2817	0.0317
R10C3	0.17442	0.19064	0.13592	0.13592	0.17904	0.18848
	0.4375	0.3954	0.5464	0.5464	0.4253	0.4009
R10C4	0.23628	0.18339	0.06671	0.22681	0.21441	0.21585
	0.2898	0.4140	0.7680	0.3101	0.3380	0.3347
R10C5	0.23024	0.16105	0.17941	0.34686	0.36868	0.29382
	0.3026	0.4740	0.4243	0.1138	0.0913	0.1844
R10total	0.32382	0.33194	0.32129	0.36831	0.30142	0.37362
	0.1415	0.1312	0.1448	0.0917	0.1728	0.0867

SLS 1515

Critical Thinking Rubric Feedback

Comments from the Rubric Standardization session, Saturday, March 3, 2012

1. **Please comment on how you believe the Critical Thinking Rubric worked for you in scoring essays today.**

   It was helpful; however I had some difficulty between levels, especially between 3 and 4. I also had some difficulty separating what I know about developmental students from the rating scale.

   It gave guidelines.

   For the most part it was helpful because it forced continuity in scoring. I did find myself waiting to select a score between score levels for some essays.

   Worked pretty well. One challenging one was relevancy. The levels of performance may need to be reworded.

   It was helpful, but I was confused by some of the wording. Looking at the prompts sometimes made it difficult to apply the rubric.

   I experienced some frustration when applying the rubric.

   Too many horizontal and vertical columns. We need broader categories.

   There is no quantity listed in terms of error. “Nearly Flawless” “Few Errors” How many is a “few”?

   It worked fine.

   Before discussing with my partner, I felt the rubric worked well; after our discussion, I realized the line between 2 and 3 for Relevance, Significance and Mechanics need to be clarified, quantified and refined.

2. **Looking at the levels on the Rubric, are any too similar? E.g., is 4 too similar to 3? Explain.**

   Yes, I think more revision is needed.

   Based on experiences today, I think “organization structure” should move from Format, Mechanics, and Grammar to Clarity and Logic. I also felt the levels for Accuracy 2 and 3 were too similar and significance 3 and 4 were so close that I wanted to select a “between” score.

Relevance -level 2- use of word “appropriate” sometimes is unclear. Maybe add “appropriate or fully-developed”.

I did not have a problem with the levels.

Yes, 4 is too similar to 3.

It is difficult for a student to incorporate all 5 levels in a 100 word essay.

First, criteria should include the organizational structure—that seems to be a large part of clarity.

3. **Examine the five criteria listed. Is there any overlap; do you believe you may be scoring students more than once for the same criterion?**

I do not think there is overlap; however there may be a need to include “meets minimum word count”.

A part of Clarity and Logic, I am looking at how the journal entry is organized. (Format <u>is</u> part of final category for set up, typing, etc.)

We see overlap with “relevance”, accuracy, and significance.

I see overlap between Relevance, Accuracy and Significance. If the entry isn’t relevant, can it be accurate or significant?

Yes, I do know that each is distinctive, but sometimes relevancy and significance are blurred.

Yes, we could agree on the defining differences of Accuracy, Relevance and Significance.

No!

Five criteria make sense—do not change.

4. **In what ways would you change the Rubric for ease of use? Use the attached form to be specific.**

Changing the word appropriate or adding well-developed to number 2 in relevance. Include organizational structure in the clarity part of the rubric.

Add a “middle” grade level—perhaps <u>advanced</u> to show the student is progressing during the semester.

Are 10 entries too many? Reword relevancy, but also think about changing prompts to encourage students to focus on topics and use real-life examples. Change prompts so that all prompts include language about writing a paragraph. Think about how much students should en encouraged to use vocabulary. Do we always want a paragraph? Is the word count useful?

The wording needs to be redesigned. Ambiguous language.

I think we should consider using three standards: Accomplished, Developing and Beginning.

Too few categories.

Add "Met the minimum word requirement" to the format section.
Add one more grading level: 5-Exemplary 4-Accomplished 3-Advanced 2-Developing 1-Beginning

5. **Thinking about translating the Rubric into a grade, what weighing should be assigned to each individual criterion? Please provide specific examples of what you would do.**

   I believe significance should hold more importance than Grammar/ Mechanics.

   I'd weigh them all equal.

   25 points total, clarify each categories wording. I break the grid into equal points for each "square" and then total points.

   20% for each. 25 points and 5 points fo0r completion.

   I am currently assigning 25 points to each entry. The student gets 5 points for an attempt. The categories can then be given up to 4 points apiece.

   3 Grades- A, C, D

Clarity	20%
Accuracy	20%
Relevance	20%
Significance	20%
Format	20%

6. **Do you have any other comments or suggestions about the Critical Thinking Rubric as a tool for scoring journal entries?**

Relevance was hard to grade between 3 and 2. If we require a word count, should there be mention of that in the rubric?

Overall, some tweaking of current rubric is needed so each instructor is interpreting it in the same way.

Show students the rubric before they write the first entry. Give formative feedback along the way based on the rubric. Maybe have an electronic rubric in canvas that students could receive a score for each one.

Be specific and/or consistent about the call for paragraphs or format.

I believe that I would delete the current minimum word count and change each to one page. Students who appear to write more can be evaluated in most of the areas.

It is close but needs work.

I do think it is a valuable tool for consistency.