Lessons Learned from an Approved Quality Enhancement Plan

Dr. Eileen DeLuca, Provost & VPAA

Dr. Joseph F. van Gaalen, Asst. VP, IR, Assessment, & Effectiveness

FLORIDA
SOUTHWESTERN
STATE COLLEGE

CS-78

Monday, 12/9/2019, 10:30 AM – 11:30 AM

340 A, Level 3, GRB

Today's Plan

- Background
- Method (Timeline & Goals/Outcomes)
- Action (Implementation)
- Assessment Plan (Strategy/Execution)
- Tips for a Formulaic Approach & Health Assessment
- Methods for Application/Alteration (^{A13})

A13=Apollo 13 Situation

Background

- Open access, baccalaureate-granting state college

- 5 Bachelors Degrees, 21 Associate Degrees, 28 Certificate Programs

- Fall 2019 Enrollment: 16,672

- Three Campuses & One Center (1-4 in graphic) spanning five-county service district
  - Residence Hall on main campus
  - Main campus comprises 47% of enrollment
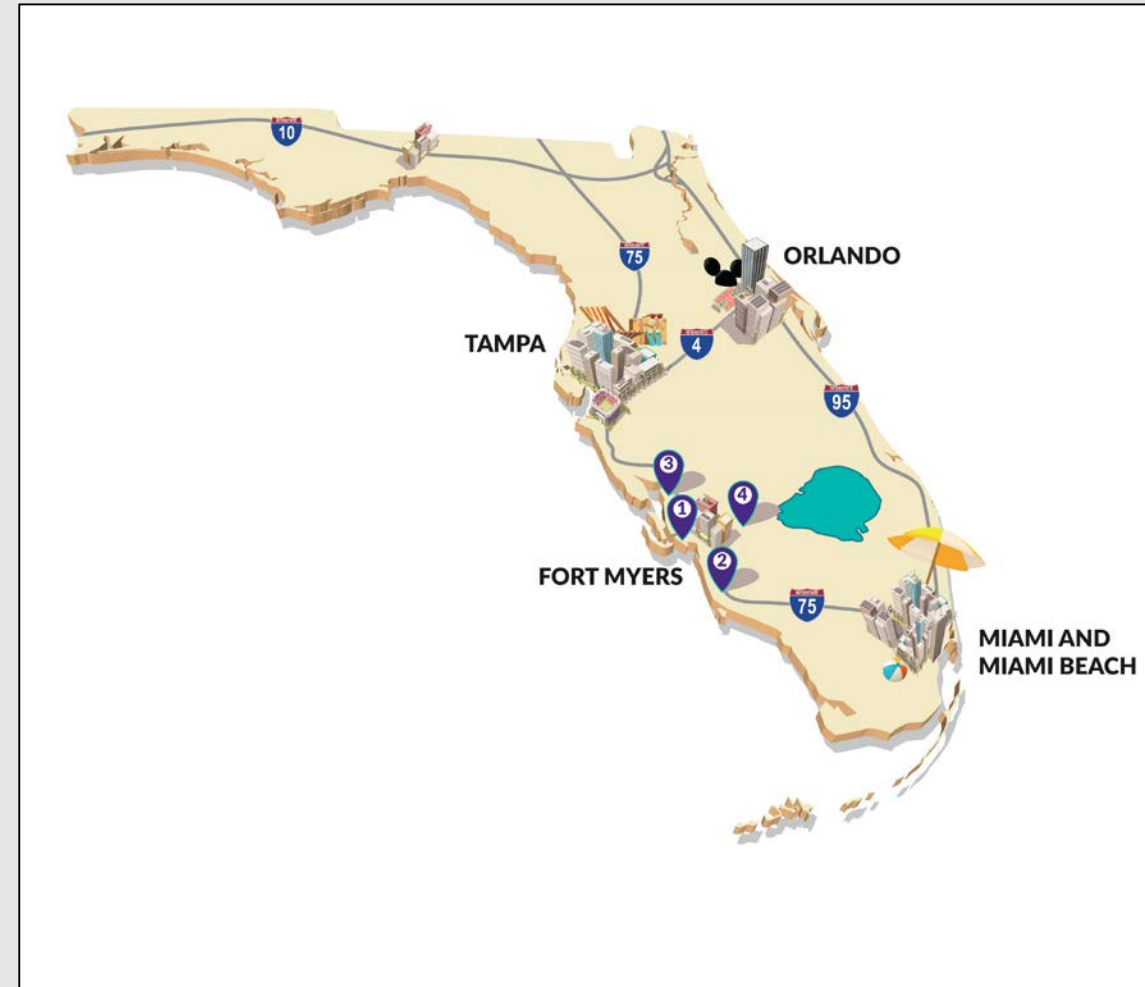
Method: Timeline

- **2008-Fall:** Initiated engagement in internal and external research to identify the QEP topic that would have the greatest impact on student learning for Class of 2012.

- **2009-Spring:** QEP focus emerged as a unique version of a first-year experience (FYE) course with a focus on developing critical thinking and success strategies among students.

- **2011-Fall:** Formed steering committee (QEP/FYE) which was co-chaired by a faculty member and administrator
  - Subcommittees formed with faculty participation

- **2012-Fall:** Full implementation of the Cornerstone Experience Course (SLS 1515) and FYE Program

Method: Goals & Outcomes

- **Primary Goal:**
  - Enable first-time-in-college students to become <u>self-reliant learners</u> imbued with <u>critical thinking skills</u>.

- **Student Outcomes:**
  - Facilitate an increase in student retention rates, rates of persistence, and graduation rates.
  - Foster increased rates of student satisfaction and student engagement.

- **Faculty & Staff Outcomes:**
  - Apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Action: Implementation

Implementation Timeline 2012-2017	
Implementation (Pilot) Spring 2012	All FTIC degree-seeking students testing into 2 or more developmental courses required to enroll in Cornerstone Experience course Open sections for students electing to enroll in an SLS course
Year 1: AY 2012-2013	All FTIC degree-seeking students testing into 2 or more developmental courses required to enroll in Cornerstone Experience course
Year 2: AY 2013-2014	All FTIC degree-seeking students testing into any 1 developmental course required to enroll in Cornerstone Experience course
Year 3: AY 2014-2015[A13]	All FTIC degree-seeking students required to enroll in Cornerstone Experience course
Year 4: AY 2015-2016	All FTIC degree-seeking students required to enroll in Cornerstone Experience course
Year 6: AY 2016-2017	All FTIC degree-seeking students required to enroll in Cornerstone Experience course
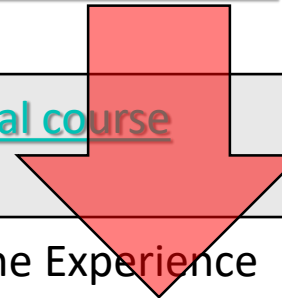
Transition from developmental to all is response to statewide mandate

Action: Implementation Pathway

- Faculty
  - Designed and normed (standardized) achievement measures to align with course and program outcomes.
  - Developed rubrics for standardized assessments.

- Committee of Faculty & Staff
  - Reviewed and chose standardized assessment tools aligned with course outcomes.
  - Designed protocol for focus groups and served as facilitators.
  - Developed a Success Strategies Survey.
  - Reviewed achievement data, suggested revision to goals, as well as course and program improvement.
  - Developed a "Did you Know?" Newsletter and "Lunch and Learn" sessions.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Action: Implementation Pathway

The Foundation for Critical Thinking

39th Annual Conference on the First-Year Experience — Washington, DC

SACSCOC

Assessment Plan: Strategy (Direct Measures)

Outcome	Measurement / Assessment Tool	Outcome-Specific Goal
Student Critical Thinking (CT)	Results of CT Journals & Final Essay assessment scored with rubric	By end of term, 70% of students who complete SLS 1515 will achieve a "3" or higher on rubric.
	Scores of California CT Disposition Inventory	At SLS 1515 completion, student population will exhibit statistically significant improvement in relevant test indicators.
Success Skills	Scores on Conley Readiness (SmarterMeasure[A13])	At SLS 1515 completion, students population will exhibit statistically significant improvements in relevant test indicators.
	Success Strategies Group Presentation	By end of term, 70% of students who complete SLS 1515 will achieve a "3" or higher on rubric.
	Success Strategies Survey	At SLS 1515 completion, 75% of respondents will report usage/application of cognitive strategies / skills.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Assessment Plan: Strategy (Indirect Measures)

| Outcome	Measurement / Assessment Tool	Outcome-Specific Goal
Student Retention, Persistence, & Graduation Rates [A13]	SLS 1515 Completion Rate	85% of students will achieve a "C" or better.
	Term-to-Term Retention Rate	Using AY 2011-2012 as a baseline, term-to-term retention will increase by 5% each year[A13].
	Year-to-Year Retention Rate	Using AY 2011-2012 as a baseline, year-to-year retention will increase by 3% each year[A13].
	Cohort Graduation Reports	Cohort 150% graduation rate will increase by 10%[A13].
	Student Evaluation of Instruction Surveys[A13]	Faculty results for student effort & involvement will meet or exceed that of comparative institutions.

FLORIDA SOUTHWESTERN STATE COLLEGE

Assessment Plan: Strategy (Indirect Measures)

| Outcome	Measurement / Assessment Tool	Outcome-Specific Goal
Student Satisfaction & Engagement	SENSE Engaged Learning Items	Engaged Learning benchmark will be 3% above comparative "extra-large college" weighted scores. [A13]
	CCSSE Student-Faculty Items	Student-Faculty benchmark will be 3% above comparative "extra-large college" weighted scores. [A13]
	Student Evaluation of Instruction Surveys[A13]	Faculty results for faculty/student interaction will meet or exceed that of comparative institutions.
	Focus Group Qualitative Data	QEP Assessment committee will analyze levels of student satisfaction/engagement. Concepts/categories derived through analysis inform program/curricular enhancements.

FLORIDA SOUTHWESTERN STATE COLLEGE

Assessment Plan: Strategy (Indirect Measures)

Outcome	Measurement / Assessment Tool	Outcome-Specific Goal
Staff application of professional development to promote critical thinking and enhance likelihood of success for first-year students	CCSSE Academic Challenge Items	Academic Challenge items benchmark will be 3% above comparative "extra-large college" weighted scores. [A13]
	Student Evaluation of Instruction Surveys[A13]	Faculty results for communication items will meet or exceed that of comparative institutions.
	Professional Development Surveys	80% of trained faculty will report using critical thinking and first-year student success strategies as measured as measured on Likert-scale items.
	SENSE Plan & Pathway Items	Plan & Pathway items benchmark will be 3% above comparative "extra-large college" weighted scores. [A13]

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Assessment Plan: Execution – The Loop
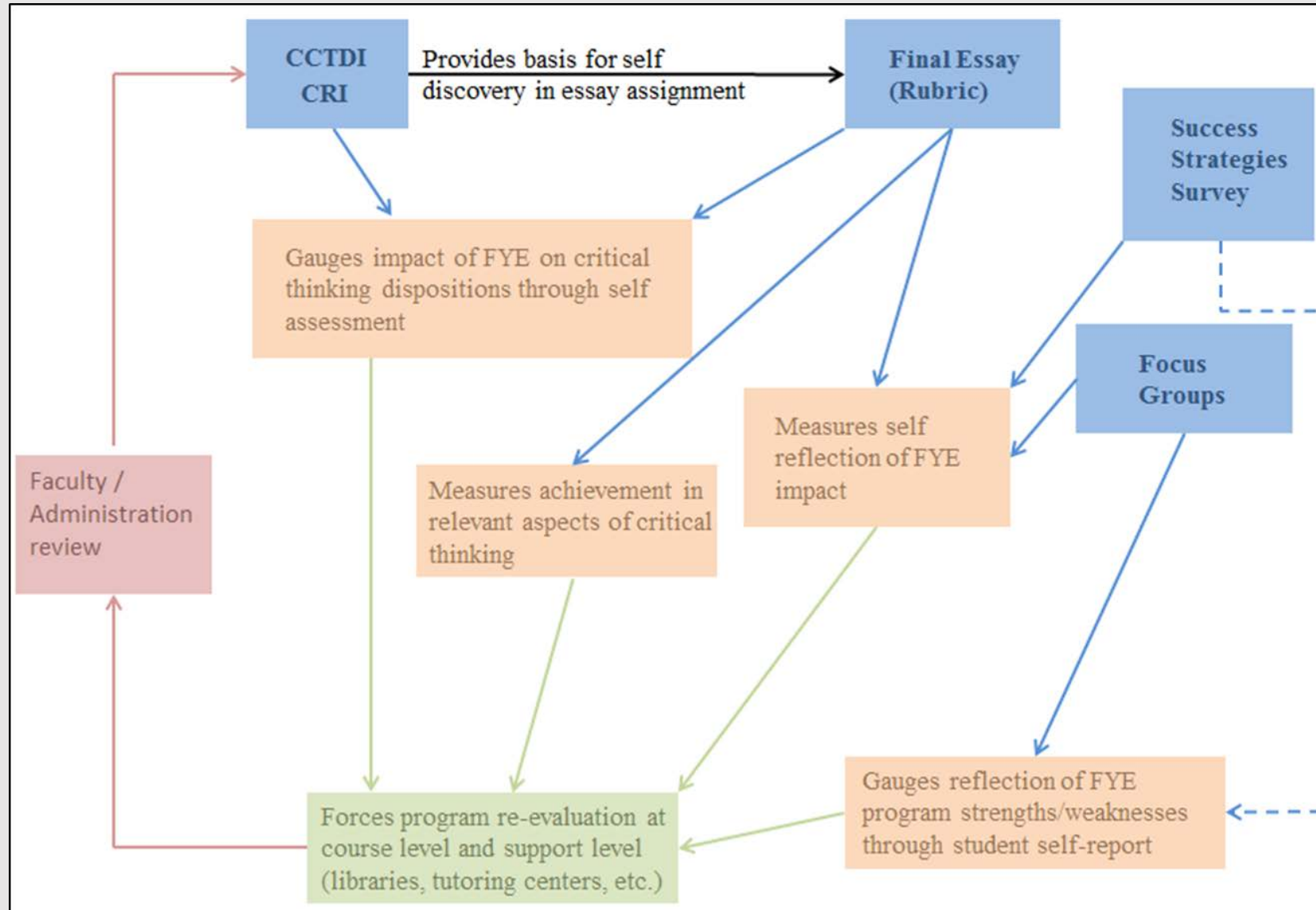
Assessment Plan: Execution – Open the Loop
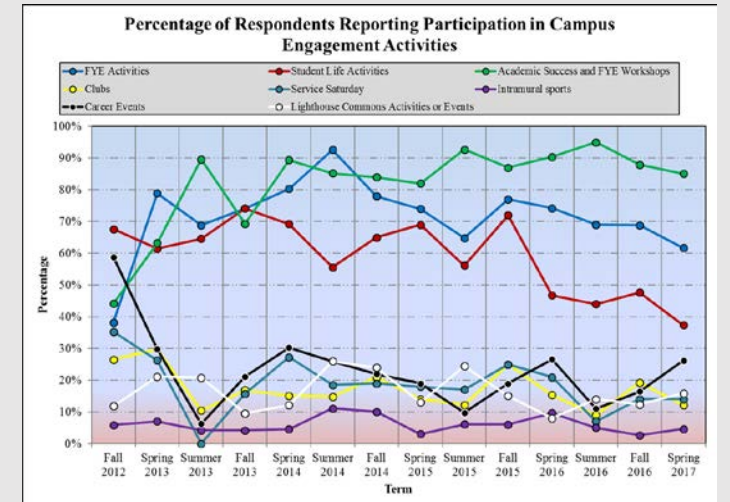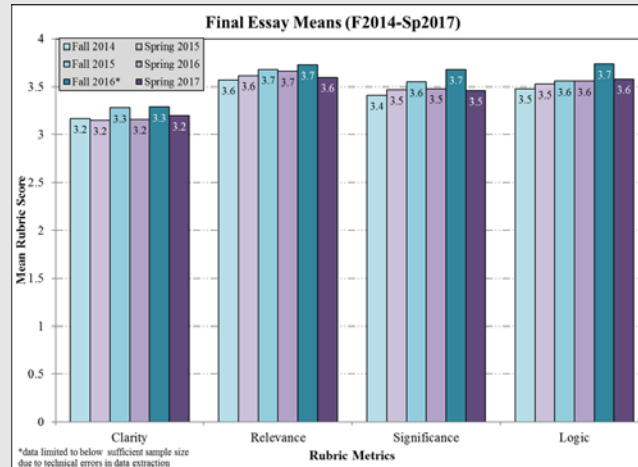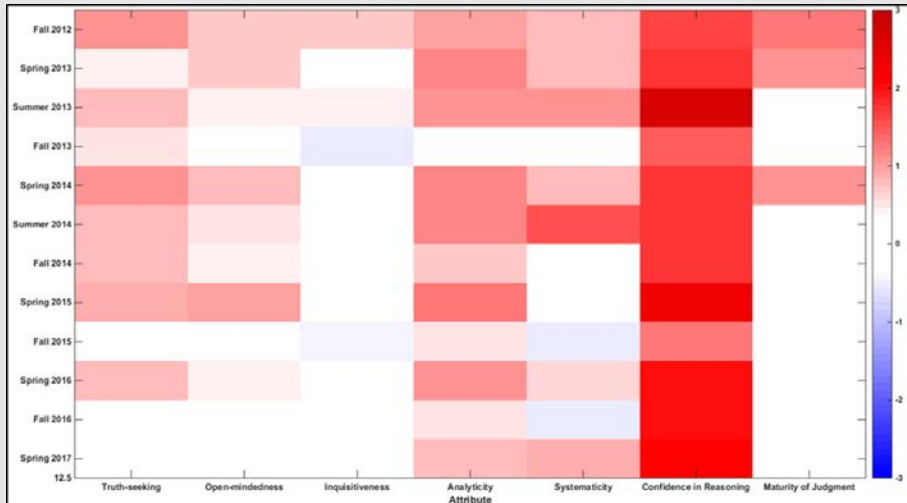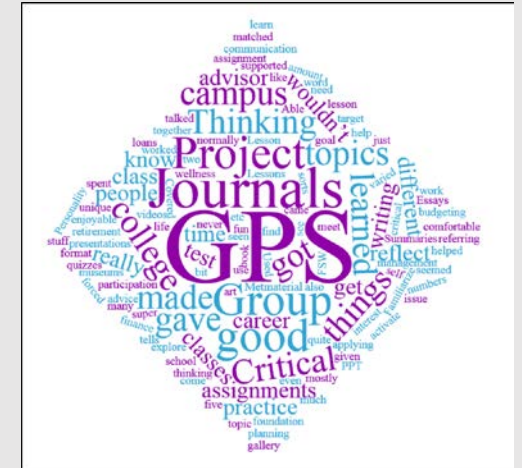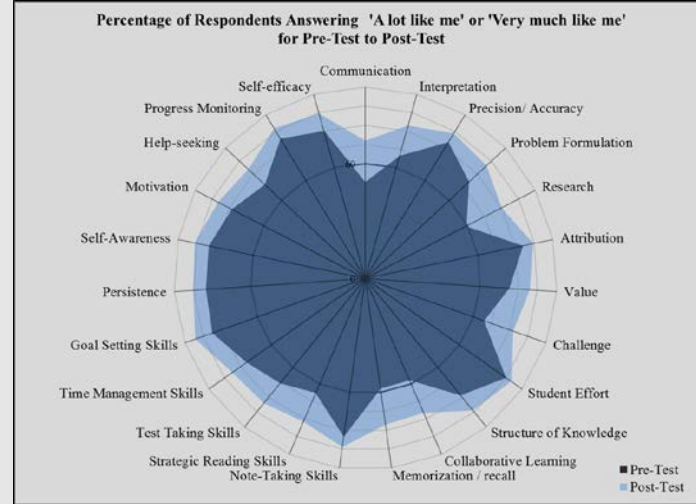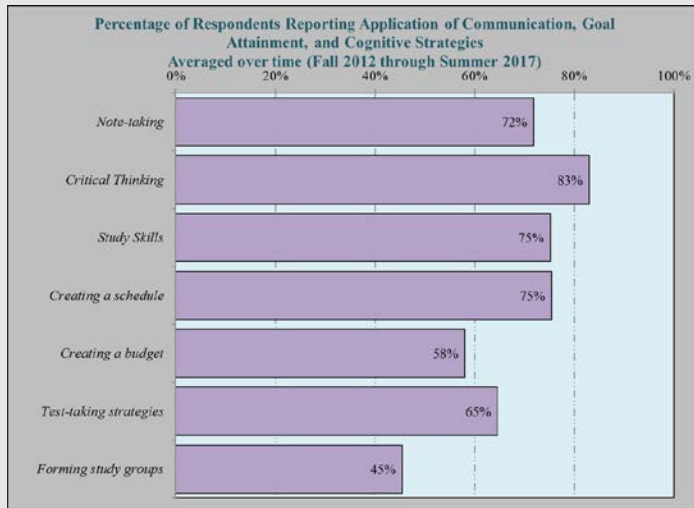
Assessment Plan: Execution – Close the Loop

Closing the Loop: Workshops for Faculty

Engendering "Truth-Seeking" Dispositions in General Education (Faculty Development)

Monday, January 25, 2016 at 3:00pm - 4:30pm | Location: Lee: AA-168 (Polycom: Charlotte: E-105, Collier: G-109, Hendry: A-106)

Description:

Participants will examine "truth-seeking" as a form of critical thinking. They will review quantitative and qualitative data related to students' disposition towards truth-seeking behaviors, and explore the relationship between truth-seeking and information literacy. The presenters will demonstrate activities and assignments that promote truth-seeking in college classrooms.

Learning Objectives:

- Learners will define truth-seeking, and understand its role as a domain within the critical thinking skillset.
- Learners will evaluate activities intended to promote truth-seeking behaviors in college classrooms.
- Learners will define information literacy, and become familiar with the Association of College   Research Libraries' Information Literacy Competency Standards.
- Learners will understand the roles that librarians and information literacy programs play in teaching general education competencies.
- Learners will analyze the relationship between truth-seeking behaviors, critical thinking, and information literacy.
- Learners will apply strategies to help students overcome library anxiety and facilitate truth-seeking behavior.

Closing the Loop: Workshops for Students

Title: Truth-Seeking

Description: Challenge your thinking and imagine new perspectives by attending a Truth-Seeking Workshop.

Presenter: FSW Faculty Librarian

Location: J-206, the Rush Library's Instruction Lab

Dates and Times:

February 23 at 2:00pm & 5:00pm
February 25 at 12:45pm
February 29 at 12:30pm & 3:30pm
March 16 at 5:00pm

Email Librarian Jane Charles at jcharles@fsw.edu to register for a Rush Library Workshop.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

15

Tips for a Formulaic Approach & Healthy Assessment

1. **For assessment, use the 2+2 method**. Have 2 direct measures, and 2 indirect measures. None should be measuring exactly the same thing, but all should cross-over with at least one of the other measures in terms of data interpretation.

2. **Keep assessments report driven**. Requiring a written report from the data each year, no matter how small, means (1) the data is permanently linked with interpretive value, (2) gives constituents a connection from collection, and (3) it makes your life much easier when the QEP Impact Report needs to be written, because now you just need to collapse annual reports into a final overall report.

3. **Make sure cyclical meetings are happening**. It may be cumbersome, but keeping the information alive is vital to keeping the conversation alive.

4. **Recruit and retain faculty interest**. Involve faculty as key stakeholders. Provide incentives like reassignment time, support for conference attendance, recognition initiatives.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Methods for Application/Alteration

1. You don't need a Plan B ready to deploy. Instead, a multi-faceted approach negates the need for a Plan B. Strong assessment often means direct and indirect measures. So in the event data fails to be collected, you already have multiple approaches and can utilize one of the other measures to gauge any marked shifts (the 2 +2).

2. Know the causes of the changes. If you understand the underpinnings of the change, adaptation is not difficult. Lacking that knowledge leads to overkill and drain on resources. Knowing it means fluidity.

3. Document the changes and the causes. The 'why' is always the first question. So have the answer.

FLORIDA
SOUTHWESTERN
STATE COLLEGE

https://www.fsw.edu/fye/qep/assessment

FLORIDA SOUTHWESTERN STATE COLLEGE

Future Students   Current Students   Faculty/Staff   Event Calendar   Quick Links ▾

Home > First Year Experience > Cornerstone Assessment

- Cornerstone Experience
- Course Outcomes
- Cornerstone Assessment
- First Year Community Updates
- Cornerstone Faculty
- Faculty Resources
- FAQ
- Logo Meaning

Cornerstone Assessment

QEP Annual Reports

QEP Impact Report in Fifth-Year Interim Report 2017

QEP Annual Summary 2016	QEP Annual Report 2016
QEP Annual Summary 2015	QEP Annual Report 2015
QEP Annual Summary 2014	QEP Annual Report 2014
QEP Annual Summary 2013	QEP Annual Report 2013

Common Course Assessment Reports
CCSSE/CCFSSE Reports

- CCSSE-CCFSSE Report - Spring 2017
- CCSSE-CCFSSE Report - Spring 2016
- CCSSE-CCFSSE Report - Spring 2015
- CCSSE Campus Comparison Report - Spring 2014
- CCSSE-CCFSSE Report - Spring 2014

CCTDI Reports

- CCTDI Assessment Report - Spring 2017
- CCTDI Assessment Report - Fall 2016
- CCTDI Assessment Report - Spring 2016
- CCTDI Assessment Report - Fall 2015

FLORIDA SOUTHWESTERN STATE COLLEGE

https://www.fsw.edu/fye/updates

Questions?

https://www.fsw.edu/fye/cornerstone