

FLORIDA SOUTHWESTERN STATE COLLEGE

QUALITY ENHANCEMENT PLAN (QEP)

IMPLEMENTATION YEAR 3: 2014-2015

ANNUAL REVIEW

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GOALS AND INTENDED OUTCOMES OF THE QEP:

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

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

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

During the Spring 2013 Florida Legislative Session, the Florida Senate introduced Senate Bill 1720 (SB 1720) which included revised requirements for the common placement test to assess basic computation and communication skills of students who intend to enter a public postsecondary education degree program. SB 1720 and subsequently some of its components were realized in 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 2014-2015 academic year, all FTIC degree-seeking students were required to successfully complete SLS 1515. A total of 4,069 were enrolled in the course.

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

Measurement 1: Critical Thinking Journal

Outcome: By the end of the spring 2015 semester, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the critical thinking rubric.

Results: The students’ achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale. Table 1 provides the overall means for each dimension by semester. Mean scores are above “3” in all terms for all dimensions. The highest performing dimension during fall 2014 is “Relevance,” at 3.40; during spring 2015, the highest dimensions are both “Significance” and “Logic,” at 3.30; and during summer 2015, the highest dimension “Significance,” at 3.49.

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

	Fall 2012 n=399	Spring 2013 n=585	Summer 2013 n=463	Fall 2013 n=2823	Spring 2014 n=1179	Summer 2014 n=604	Fall 2014 n=2527	Spring 2015 n=1140	Summer 2015 n=412
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)	3.09 (0.75)	3.00 (0.81)	3.01 (0.59)
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)	3.40 (0.68)	3.29 (0.77)	3.45 (0.61)
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)	3.34 (0.71)	3.30 (0.76)	3.49 (0.60)
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)	3.35 (0.69)	3.30 (0.76)	3.43 (0.59)

Note. In fall 2012, there were ten journal entries and all ten were used to demonstrate achievement. In spring 2013 through summer 2014, seven journal entries were assigned and only the final three were used for summative achievement. In fall 2014 through summer 2015, six journal entries were assigned and only the final three were used for summative achievement.

Table 2 shows the percentage of students scoring “3” or higher for each dimension. In fall 2014, spring 2015, and summer 2015, the stated goals for all domains (“Clarity,” “Relevance,” “Significance,” and “Logic”) were met. “Clarity” continues to be the dimension with the lowest of the overall means.

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

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

Selected use of results:

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Beginning fall 2014, revised final essay guidelines were implemented to include a step-by-step outline for successful completion.
- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses.
- Based on faculty submissions and review, anchor papers were established to align with critical thinking domains. The anchor papers with annotations were made available to faculty in fall 2014.

Measurement 2: Final Essay Assignment

Outcome: By the end of the spring 2015 semester, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the rubric.

Results: The students’ achievement of each dimension (“Clarity,” “Relevance,” “Significance,” and “Logic”) of the rubric was measured on a 4-point scale. Table 3 provides the overall means for each dimension by semester.

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

	Fall 2012 n=332	Spring 2013 n=211	Summer 2013 n=145	Fall 2013 n=820	Spring 2014 n=443	Summer 2014 N=204	Fall 2014 n=1900	Spring 2015 n=654	Summer 2015 n=302
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)	3.17 (0.72)	3.15 (0.74)	3.06 (0.60)
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)	3.57 (0.62)	3.62 (0.59)	3.63 (0.55)
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)	3.41 (0.68)	3.47 (0.69)	3.53 (0.60)
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)	3.48 (0.61)	3.53 (0.62)	3.55 (0.54)

Table 4 shows the percentage of students scoring “3” or higher for each dimension. In fall 2014, spring 2015, and summer 2015, the stated goals for all dimensions (“Clarity,” “Relevance,” “Significance,” and “Logic”) were met. “Clarity” continues to be the dimension with the lowest of the overall means.

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

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

Selected use of results:

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Beginning fall 2014, revised final essay guidelines were implemented to include a step-by-step outline for successful completion.
- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses.
- Based on faculty submissions and review, anchor papers were established to align with critical thinking domains. The anchor papers with annotations were made available to faculty in fall 2014.

Measurement 3: Critical Thinking 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 2014, the results showed statistically significant increases in “Truth-seeking,” “Open Mindedness,” “Analyticity,” and “Confidence in Reasoning” in the scores between the pre- and post-test administrations. In spring 2015, the t-test showed statistically significant increases in all domains except “Inquisitiveness” and “Maturity of Judgment” between the pre- and post-test administrations. No CCTDI was conducted during the summer 2015 term. Since initial implementation (fall 2012), with the exception of “Inquisitiveness,” all learning dimensions have exhibited statistically significant results in at least three of the eight semesters through spring 2015 with fall 2012 exhibiting statistically significant increases in all dimensions. The students’ highest pre-test scores across the semesters have been in “Inquisitiveness” and their lowest scores have been in “Truth-seeking.”

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

	Fall 2012 $t_{crit} = 1.97$	Spring 2013 $t_{crit} = 1.97$	Summer 2013 $t_{crit} = 1.98$	Fall 2013 $t_{crit} = 1.97$	Spring 2014 $t_{crit} = 1.97$	Summer 2014 $t_{crit} = 1.97$	Fall 2014 $t_{crit} = 1.97$	Spring 2015 $t_{crit} = 1.97$
Truth-seeking	+1.1 t(365)=4.00, p<0.05	+0.4 t(204)=1.09, p=0.275	+0.8 (145)=1.71, p=0.090	+0.5 t(859)=2.69, p=0.007	+1.1 t(407)=3.91, p=1.09x10 ⁻⁴	+0.8 t(173)=2.14, p=0.034*	+0.8 t(1848)=5.82, p=7.88x10 ⁻⁸	+0.9 t(764)=4.36, p=7.44x10 ⁻¹²
Open Mindedness	+0.7 t(365)=2.67, p<0.05	+0.7 t(204)=2.24, p=0.026*	+0.4 t(145)=0.94, p=0.347	+0.0 t(859)=0.07, p=0.9414	+0.8 t(407)=3.36, p=8.56x10 ⁻⁴	+0.5 t(173)=1.34, p=0.183	+0.4 t(1848)=2.57, p=6.74x10 ⁻⁹ *	+1.0 t(764)=5.46, p=1.51 x10 ⁻⁵
Inquisitiveness	+0.7 t(365)=2.40, p<0.05	+0.1 t(204)=0.24, p=0.813	+0.4 t(145)=0.95, p=0.345	-0.6 t(859)=-3.10, p=0.002	+0.0 t(407)=2.83, p=0.907	+0.2 t(173)=0.57, p=0.570	-0.3 t(1848)=-2.78, p=0.010	+0.1 t(764)=0.51, p=0.608
Analyticity	+1.0 t(365)=4.18, p<0.05	+1.2 t(204)=3.46, p=0.0007	+1.1 t(145)=2.92, p=0.004	+0.4 t(859)=2.26, p=0.024*	+1.2 t(407)=5.00, p=8.72x10 ⁻⁷	+1.2 t(173)=3.84, p=1.70x10 ⁻⁴	+0.7 t(1848)=6.01, p=0.005	+1.3 t(764)=7.58, p=9.82x10 ⁻¹⁴
Systematicity	+0.8 t(365)=2.81, p<0.05	+0.8 t(204)=2.08, p=0.039*	+1.1 t(145)=2.69, p=0.008	+0.0 t(859)=0.05, p=0.963	+0.8 t(407)=2.83, p=0.005	+1.6 t(173)=4.19, p=4.44x10 ⁻⁵	+0.2 t(1848)=0.55, p=2.30x10 ⁻⁹	+0.4 t(764)=2.26, p=0.024*
Confidence in Reasoning	+1.6 t(365)=5.97, p<0.05	+1.8 t(204)=5.28, p<0.001	+2.6 t(145)=5.79, p<0.001	+1.4 t(859)=7.71, p<0.001	+1.7 t(407)=6.02, p=2.95x10 ⁻⁹	+1.8 t(173)=4.98, p=1.52x10 ⁻⁵	+1.7 t(1848)=13.80, p=2.77x10 ⁻¹¹	+2.3 t(764)=11.79, p=1.41x10 ⁻²⁹
Maturity of Judgment	+1.2 t(365)=3.73, p<0.05	+1.1 t(204)=2.89, p=0.004	+0.0 t(145)=0.03, p=0.980	-0.1 t(859)=-0.54, p=0.590	+1.1 t(407)=3.47, p=5.79x10 ⁻⁴	+0.1 t(173)=0.31, p=0.755	-0.2 t(1848)=-2.20, p=0.028	-0.0 t(764)=0.06, p=0.954

Selected Use of Results:

- In AY 2014-2015, the College offered a “Critical Thinking in Careers” lecture series for students across all campuses. The series featured faculty, administrators, staff, and community leaders each who gave a 30-40 minute talk discussing a critical topic or concern from their area of academic interest. Students were then given the opportunity to ask questions and interact with the topic experts.
- In AY 2014-2015, library faculty continued to offer “Truth-seeking” workshops for students. Information from the workshops includes learning how to evaluate information, credibility of websites, and searching for information on the Internet.
- The summer 2015 Cornerstone Institute’s theme was “Thinking Critically about Financial Literacy” and featured workshops from national expert, Peter Bielas, as well as a team of educators from Suncoast Federal Credit Union.
- Two faculty members attended the International Conference on Critical Thinking in summer 2015 and have committed to leading trainings in AY 2015-2016.
- In the Community of Practice meetings, faculty reviewed the results for each critical thinking domain and discussed ways to model and support the development of critical thinking dispositions in the SLS 1515 course.

Goal 2: Success Skills: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) develop strategies for effective written and verbal communications, use of technology, listening, reading, critical thinking, and reasoning; and b) demonstrate independence

and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.

Measurement 1: SmarterMeasure Learning Readiness Indicator

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 2014, there was a statistically significant improvement in “Technology Knowledge.” There were decreases in “Personal Attributes” and “Life Factors.” In spring 2015, there was a statistically significant improvement in “Technology Knowledge.” There were decreases in “Personal Attributes” and “Life Factors.” No SmarterMeasure was conducted during the summer 2015 term.

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. Shaded cells indicate statistically significant differences in the mean at the 95% confidence level. Red text denotes decrease from pre-to-post. In some cases, earlier reports did not include p-value when $p < 0.05$ or in later studies, $p < 0.001$ and are indicated where applicable. *Denote marginal significance as defined by Johnson (2013)¹.

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

Selected use of results:

- Peer Architects continue to receive technology training to be able to support SLS 1515 students.
- The First Year Experience Office continues to offer technology workshops and support college-wide. In AY 2014-2015, New Student Programs collaborated with FSW Online Staff and SLS faculty to expand technology workshop offerings.
- Based on data and a review of assessment measures, SLS Faculty and the QEP Assessment Committee supported replacing the SmarterMeasure Learning Readiness Indicator with the Conley Readiness Indicator (CRI) beginning fall 2015.

Measurement 2: Success Strategies Presentation

Outcome: By the end of the spring 2015 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. Mean scores are above "3" in all terms for all dimensions. The highest performing dimension in fall 2014, spring 2015, and summer 2015 is "Effective Group Communication," at 3.50, 3.59, and 3.73 respectively.

Table 7. SLS 1515 Overall Means: Success Strategies Presentation (with Standard Deviations in Parentheses). Values are on a 4-point scale. *A revised rubric was implemented in spring 2013 so scores are not comparable to fall 2012.

	Fall 2012	Spring 2013 n=187	Summer 2013 n=151	Fall 2013 n=864	Spring 2014 n=487	Summer 2014 n=195	Fall 2014 n=1862	Spring 2015 n=681	Summer 2015 n=308
Accuracy	*	3.28 (0.63)	3.32 (0.70)	3.40 (0.63)	3.38 (0.61)	3.39 (0.57)	3.37 (0.64)	3.44 (0.63)	3.58 (0.55)
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)	3.39 (0.68)	3.39 (0.63)	3.52 (0.57)
Creativity	*	3.21 (0.70)	3.40 (0.57)	3.26 (0.75)	3.33 (0.71)	3.35 (0.73)	3.34 (0.73)	3.33 (0.69)	3.40 (0.74)
Effective Group Communication	*	3.26 (0.76)	3.62 (0.67)	3.42 (0.79)	3.53 (0.76)	3.75 (0.58)	3.50 (0.77)	3.59 (0.74)	3.73 (0.60)

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

Table 8. SLS 1515 Success Strategies by Rubric Dimension: Group Presentation % of students scoring '3' or higher. *A revised rubric was implemented in spring 2013 so scores are not comparable to fall 2012.

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

Selected use of results:

- The First Year Experience Office continues to offer group communication workshops. Due to their popularity, these workshops will continue to be scheduled in AY 2015-2016.
- Guidelines for the Group Presentation were updated to allow students to include a focus on Career Success. This change will help better align the assessments to meet state frameworks for School of Business and Technology (SoBT) degree completers.

Measurement 3: Success Strategies Survey

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

Results: The categories derived from the analysis included Cognitive Strategies, Goal Attainment Strategies, Communication Strategies, and Communication. Table 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. *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.”*

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

Selected use of results:

- Beginning fall 2014, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- Beginning in fall 2015, Career Services will be restructured to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life will host job fairs and other career events. Additionally, the College has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

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

Selected use of results:

- “Academic Journaling 101” workshops continued to be offered on all campuses and centers.
- Beginning fall 2014, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- As part of a partnership with Suncoast Federal Credit Union, financial literary workshops will be offered on all campuses in AY 2015-2016.

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	Fall 2014	Spring 2015	Summer 2015
Arriving to class on time	5%	7%	6%	6%	12%	8%	9%	11%	4%
Attending class	10%	7%	4%	7%	9%	12%	9%	9%	4%
Reviewing the course schedule	10%	20%	19%	13%	22%	19%	19%	21%	20%
Using the calendar or lists	18%	26%	25%	20%	13%	27%	22%	28%	21%
Working on large projects incrementally	23%	27%	21%	18%	29%	24%	24%	32%	16%
Using small group communication skills	35%	33%	25%	21%	35%	38%	31%	39%	27%
Participating and asking questions when appropriate	23%	33%	27%	21%	36%	15%	27%	34%	26%

Forming a relationship with other students	20%	24%	22%	18%	30%	19%	29%	37%	26%
Meeting with the professor outside of class for help	10%	28%	20%	22%	36%	23%	34%	43%	18%
Thinking critically about texts and lectures	36%	39%	20%	19%	40%	31%	30%	32%	28%

Selected use of results:

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

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

Selected use of results:

- Beginning with the fall 2014 registration cycle, the Enrollment Management Team fully implemented a 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 offered a “Critical Thinking in Careers” lecture series for students. The series features faculty, administrators, staff and community leaders. Due to its popularity, the series will continue for AY 2015-2016. Additionally, the series will begin to be formally assessed through student evaluations.
- Beginning in fall 2015, Career Services will be restructured to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life will host job fairs and other career events. Additionally, the College has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

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

Measurement 1: Within-Course Completion Rates

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

Results: Table 13 below shows the pass rates by campus and semester. During AY 2014-2015 the lowest pass rates were in spring (73%) and the highest were in the summer (88%).

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

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

Selected use of results:

- During AY 2014-2015, “Early Alert” was restructured to be housed in the Advising Office. This will enhance a case-based advising approach focused on student retention.
- The first “learning community” was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. Due to its success, a linked SLS 1515 and MAT 1033 course will be offered on Lee Campus in fall 2015.
- In fall 2014, honors affiliate sections were offered to provide advanced curriculum for students with a minimum 3.0 entering GPA. Due to their success, two honors course sections will be offered in fall 2015. These course will be offered to the Academic Excellence Scholarship recipients.

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 14 and 15 demonstrate the term-to-term comparisons between the baseline year and implementation years using the 2012 developmental requirement (Table 14) and the 2013 developmental requirement (Table 15). In implementation year one, two, and three 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 2014-2015, the fall to spring retention rates were significantly higher for students testing in developmental courses than they were in 2011-2012.

Table 14. Comparison of term-to-term retention for students testing into developmental courses under the requirement for 2012 baseline data (i.e. tested into two or more developmental areas).

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

For term-to-term retention, $P=2.1 \times 10^{-4}$. Based on results of a Fisher's Exact Test for independence, students that tested into two or more developmental courses in AY 2014-15 have a significantly higher rate of retention than those in AY 2011-12.

Table 15. Comparison of term-to-term retention for students testing into developmental courses under the requirement for 2013 baseline data (i.e. tested into any developmental area).

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

For term-to-term retention, $\chi^2=15.64$, 1 d.f., $P=7.7 \times 10^{-5}$. Based on results of a chi-squared test for independence, students that tested into any one developmental course in AY 2014-15 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:

Tables 16 and 17 demonstrate the term-to-term comparisons between the baseline year and implementation years using the 2012 developmental requirement (Table 16) and the 2013

developmental requirement (Table 17). In both cases (baseline using 2012 requirement and 2013 requirement), there exists a consistent trend of increasing retention rates for students testing in developmental courses from AY 2011-2012 (the year before the implementation of the SLS 1515 course and FYE Program) to AY 2014-15.

Table 16. Comparison of year-to-year retention for students testing into developmental courses under the requirement for 2012 baseline data (i.e. tested into two or more developmental areas).

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

For year-to-year retention, $\chi^2=7.85$, 1 d.f., $P=0.005$. Based on results of a chi-squared test for independence, students that tested into two or more developmental courses in AY 2014-15 have a significantly higher rate of retention than those in AY 2011-12.

Table 17. Comparison of year-to-year retention for students testing into developmental courses under the requirement for 2013 baseline data (i.e. tested into any developmental area).

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

For year-to-year retention, $\chi^2=16.24$, 1 d.f., $P=5.6 \times 10^{-5}$. Based on results of a chi-squared test for independence, students that tested into two or more developmental courses in AY 2014-15 have a significantly higher rate of retention than those in AY 2011-12.

Selected use of results:

- A class observation program continued to allow prospective faculty to observe successful faculty in order to better to prepare them to teach the course, leading to better success rates.
- The first "learning community" was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. Due to its success, a linked SLS 1515 and MAT 1033 course will be offered on Lee Campus in fall 2015.
- In fall 2014, honors affiliate sections were offered to provide advanced curriculum for students with a minimum 3.0 entering GPA. Due to their success, two honors course sections will be offered in fall 2015. These course will be offered to the Academic Excellence Scholarship recipients.
- Beginning with the fall 2014 registration cycle, the Enrollment Management Team fully implemented a new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.

- Beginning with the fall 2014 registration cycle, Advisors added 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 sent a periodic “Did You Know?” newsletter with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.
- Beginning fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered TLC Workshops on “Best Practices” as related to SENSE and CCSSE benchmarks.

Measurement 4: Cohort Graduate Reports

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

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

Results:

Table 18 demonstrates the cohort graduation rates for FTIC degree-seeking (primary degree/program is any AS or AA program; no baccalaureate programs included) at the two-year mark and three-year mark (150%). Two-year graduation rates are up 0.3% over the time of study. Three-year (150%) graduation rates are down 0.8% over the time of study.

Table 18. Comparison of cohort graduation rates for FTIC degree-seeking, non-transfer students.

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

Selected use of results:

- The first "learning community" was offered on Collier Campus in fall 2014 with students enrolling in Biology (BSC 1010), Biology Lab (BSC 1010L) and SLS 1515 as a linked course. The QEP Advisory committee reviewed the successes and areas for improvement and based on this review, another linked course (SLS 1515 and MAT 1033) was offered in fall 2015.

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

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

Table 19. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

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

Selected use of results:

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

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 2014-2015 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 20 below, the FSW's weighted scores in the Engaged Learning benchmark in fall 2014 were 4% higher than the comparative extra-large Colleges weighted scores.

*Table 20. Florida SouthWestern State College SENSE Survey Results. E_w denotes Edison (FSW) weighted score, XLC_w denotes extra-large college weighted score, % Diff denotes percent difference between two scores. *Baseline scores before implementation of FYE Course and Program.*

Benchmark	*Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff
Engaged Learning	49	49	0%	51.4	49.3	4%	54	50	8%	52	50	4%

Selected use of results:

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

Measurement 2: Student/Faculty Interaction items from the CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q

Outcome: During the 2014-2015 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 21 below, FSW's weighted score in the Student-Faculty Interaction benchmark in 2014 were 1% higher in than the comparative "extra-large college" weighted score.

Table 21. ESC/FSW CCSSE Survey Results. E_w denotes Edison (FSW) weighted score, XLC_w denotes extra-large college weighted score, % Diff denotes percent difference between two scores.

Benchmark	2013			2014			2015		
	E_w	XLC_w	% Diff	E_w	XLC_w	% Diff	E_w	XLC_w	% Diff
Student / Faculty Interaction	50.0	48.6	3%	48.6	48.2	1%	48.4	47.9	1%

Measurement 3: Subset of Active and Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r and Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15

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 22 below, FSW's weighted score in the Active and Collaborative Learning benchmark were 1.4% lower than the comparative "extra-large college" weighted score.

Table 22. ESC/FSW CCSSE Survey Results. E_w denotes Edison (FSW) weighted score, XLC_w denotes extra-large college weighted score, % Diff denotes percent difference between two scores.

Benchmark	2013			2014			2015		
	E_w	XLC_w	% Diff	E_w	XLC_w	% Diff	E_w	XLC_w	% Diff
Active & Collaborative Learning	49.3	49.7	-1%	48.9	49.5	-1%	49.1	49.8	-1.4%

Results: Table 23 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 consistently exceed the comparative mean for four-year institutions.

Table 23. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Faculty/Student Interaction (11, 12, 13, 14, 15)	Florida SouthWestern	4.7	4.7	4.7	4.5	4.7	4.5	4.7
	Comparative 4-Yr Institution	4.4	4.4	4.4	4.4	4.4	4.4	4.4

Selected use of results:

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

build Canvas courses, veteran faculty interacted with new faculty to provide specific tips, methods, and strategies.

- On June 25 and 26, 2015, the College held a summer Cornerstone Training Institute with a focus on critical thinking in financial literacy and supporting first-year students with financial literacy. The sessions were led by financially literacy expert, Peter Bielas as well as educators from Suncoast Credit Union.
- Beginning fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will sent a periodic “Did You Know?” newsletter with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered a TLC Workshop on “Best Practices” as related to SENSE and CCSSE Benchmarks.
- Beginning fall 2014, SENSE and CCSSE results and related tips were disseminated through a monthly Academic Assessment Newsletter.

Measurement 4: 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 24 provides the resulting categories and concepts for each semester.

Table 24

Major Categories from Focus Group Responses

<u>Categories</u>	<u>Fall 2014 Concepts</u>	<u>Spring 2015 Concepts</u>
Learning and Acquisition	Learning about College Resources	Learning about College Resources
	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 and Valuing Critical Thinking Skills	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 GPS Assignment	Valuing and Critiquing GPS Assignment
	Valuing Peer Architects	Valuing Peer Architects
	Critiquing Lack of Textbook Usage	Critiquing Lack of Textbook Usage
	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence
Campus/ College Engagement	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices
	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

Selected use of results:

- Beginning fall 2014, the courses formerly offered at 5:30 p.m. were offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5:00-6:00 p.m. time slot.
- During AY 2014-2015, the Office of New Student Programs and Student Life joined efforts to create additional Service Saturday opportunities.
- In AY 2014-2015, all FTIC degree-seeking students were required to enroll in and successfully complete SLS 1515. This will continue to be the requirement going forward. The QEP Assessment Subcommittee supported conducting focus groups in the spring and fall, but

phasing out the open forum focus groups as all student populations have been sampled and the codes and categories continue to carry the same themes. The major themes continue to inform improvement efforts.

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

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

Outcome: During the 2014-2015 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 25 below, the College scored only slightly higher on the Academic Challenge benchmark weighted score. However, FSW's scores have been consistently above the mean (50) of the entire sample of colleges and slightly above the comparative 'extra-large college' weighted score although not by 3%.

Table 25. ESC/FSW CCSSE Survey Results. Ew denotes Edison (FSW) weighted score, XLCw denotes extra-large college weighted score, % Diff denotes percent difference between two scores.

Benchmark	2013			2014			2015		
	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff
Academic Challenge	50.3	50.0	1%	50.2	50.0	0.4%	50.2	50.1	0.2%

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 26 demonstrates that in AY 2014-2015 100.0% of the completers reported applying strategies, exceeding the stated goal by 20%.

Table 26. Faculty Professional Development Survey Results.

Faculty Professional Development Survey Results

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

Selected use of results:

- Two faculty members attended the International Conference on Critical Thinking in summer 2015 and have committed to leading trainings in AY 2015-2016.

- The College continues to provide faculty training through the Teaching and Learning Center (TLC) and through the Community of Practice Meetings.
- An "SLS 1515 Faculty Boot Camp" was implemented in August 2014 and due to its success was offered again in August 2015. 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, 2015, the College held a summer Cornerstone Training Institute with a focus on critical thinking in financial literacy and supporting first-year students with financial literacy. The sessions were led by financially literacy expert, Peter Bielagus as well as educators from Suncoast Credit Union.
- Beginning fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee will sent a periodic "Did You Know?" newsletter with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered a TLC Workshop on "Best Practices" as related to SENSE and CCSSE benchmarks.
- Beginning fall 2014, SENSE and CCSSE results and related tips were 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 27 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 27. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

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

Selected Use of Results:

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

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 28 below demonstrates results that during AY 2014-2015, the amount of staff and administrators reporting application of strategies are 5% below the stated goal in each area.

Table 28. Staff/Administrator Professional Development Survey Results.

Staff/Administrator Professional Development Survey Results

Training Content	Percentage of Respondents Applying Strategies			
	Fall 2012	Spring / Summer 2013	AY 2013-2014	AY 2014-2015
Critical Thinking	69.0%	67.0%	75.0%	75.0%
Success Strategies	69.0%	67.0%	75.0%	75.0%

Selected Use of Results:

- Two faculty members attended the International Conference on Critical Thinking in summer 2015 and have committed to leading trainings in AY 2015-2016.
- On June 25 and 26, 2015, the College held a summer Cornerstone Training Institute with a focus on critical thinking in financial literacy and supporting first-year students with financial literacy. The sessions were led by financially literacy expert, Peter Bielas as well as educators from Suncoast Credit Union.

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 29 below, FSW's weighted scores on the Clear Academic Plan and Pathway benchmark were 15% above the extra-large college weighted scores.

*Table 29. Florida SouthWestern State College SENSE Survey Results. Ew denotes Edison (FSW) weighted score, XLCw denotes extra-large college weighted score, % Diff denotes percent difference between two scores. *Baseline scores before implementation of FYE Course and Program.*

Benchmark	*Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff	E _w	XLC _w	% Diff
Clear Academic Plan and Pathway	49	48	3%	48.9	48.0	2%	54	48	13%	58	50	15%

Selected use of results:

- Beginning with the fall 2014 registration cycle, the Enrollment Management Team implemented new admissions/advising process that includes meta-major declaration, Type Focus assessment, and a self-appraisal.
- Beginning with the fall 2014 registration cycle, Advisors added a “life factors” (outside commitment) component to the initial advising conversation.
- Beginning in fall 2015, Career Services will be restructured to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life will host job fairs and other Career events. Additionally, the college has contracted with Career Source to provide job placement services and support for building resumes and preparing for interviews.

REFLECTION

The academic achievement data from Implementation Year three 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.
- Students continue to have low scores in Information literacy and thinking critically about the validity and veracity of texts and lectures (“Truth-seeking”).

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

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

The data 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 area that prove challenging for students:

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

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

- Revising the course schedule so that the courses formerly offered at 5:30 p.m. will be offered beginning at 6:00 p.m. to allow evening students to attend workshops and support centers

before class. New Student Programs, Student Life, the Academic Support Centers, and the Library will schedule workshops in the 5:00-6:00 p.m. time slot.

- Increasing evening and weekend programming and service learning opportunities College-wide.
- 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.
- Beginning in fall 2015, Career Services will be restructured to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life will host job fairs and other Career events. Additionally, the college has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.

Through analysis of retention and graduation rates, there is a clear pattern of significant increases in by course participation in both term-to-term and year-to-year retention. The initial graduation rates studies, however, do not demonstrate significant differences since the implementation of the QEP.

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

- In addition to the Cornerstone Course, FYE Program, and work by the QEP Committees, the College has contracted with the Educational Advisory Board (EAB) to engage in a review of research and best practices as related to retention and completion. A task force from Academic and Student Affairs will meet in AY 2015-2016 to set goals and implement initiatives.
- The College has partnered with Suncoast Federal Credit Union to offer Financial Literacy Workshops to students, faculty, and staff. As reported by the Gates Foundation, most students leave college due to stresses related to working to support themselves. A focus on financial literacy can provide students with better tools to manage finances while studying.