Minutes
QEP Advisory Meeting
Lee Campus I-122 (Video locations Charlotte J-118, Collier g-109, Hendry-Glades A-110)
July 11, 2012, 11:00-12:30 p.m.

Eileen DeLuca	*Present*	Myra Walters	*Present*
Kathy Clark	*Present*	Kristin Zimmerman	*Absent*
Tom Rath	*Present*	Whitney Rhyne	*Present*
Erin Harrel	*Absent*	Rebecca Gubitti	*Present*
Kevin Coughlin	*Present*	Ivana Ilic	*Present*
Cindy Campbell	*Present*	Edith Pendleton	*Present*
Martin Tawil	*Present*	George Manacheril	*Present*
Duke Dipofi	*Present*	Brooke Roughgarden	*Present*
Emily Moretta	*Present*	Scott Vanselow	*Absent*
Donald Bentley	*Absent*	Mike Chiacchiero	*Absent*
Christy Gilfert	*Absent*	Theo Koupelis	*Absent*
Frederick Morgan	*Absent*	Ed Smith	*Absent*
Sandra Seifert	*Absent*	Bill Wilcox	*Absent*

1. General QEP Updates: Tom and Kathy greeted the group and led introductions. They noted the recent SACS COC report which contained no recommendations for the QEP. They reviewed the purpose of the Advisory committee and the quarterly meetings.

2. Eileen reviewed the pilot assessment data with the group.

▸   *Through the full implementation of the QEP, Edison State College's first-time-in-college (FTIC) students will be self-reliant learners imbued with critical thinking skills.*

▸   *Direct measures of achievement: In response to the SACS COC recommendation to narrow the focus of the QEP, the QEP Implementation Committee and the SLS 1515 faculty have narrowed the scope of the QEP to focus course content and assessment efforts on two of the four Cornerstone Experience frameworks, namely **critical thinking** and **success strategies**.*

▸   *Indirect measures of achievement:*

- *Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.*
- *Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement.*
- *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.*

- *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.*

▸ *Pilot Semester, Spring 2012*

Direct Measures-Critical Thinking-Spring 2012 Pilot:

Critical Thinking Journal assessment scored with the Critical Thinking Rubric

Outcome specific goal: 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).The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.

Actual Results:

Clarity: 59% of the students received a "3" or higher, falling 11% short of the stated goal. 22% received a "4" or higher exceeding the stated goal by 2%.

Accuracy: 72% of the students received a "3" or higher, exceeding the stated goal by 2%. 29% received a "4" or higher exceeding the stated goal by 9%.

Relevance: 90% of the students received a "3" or higher, exceeding the stated goal by 20%. 50% received a "4" or higher exceeding the stated goal by 30%.

Significance: 83% of the students received a "3" or higher, exceeding the stated goal by 13%. 41% received a "4" or higher exceeding the stated goal by 21%.

Logic: 72% of the students received a "3" or higher, exceeding the stated goal by 2%. 31% received a "4" or higher exceeding the stated goal by 11%.

Use of results:

Providing additional support to nonnative speakers of English, for example, allowing them to seek help in the College Prep Center labs where the Instructional Assistants are better trained to provide support to English language learners.

Providing "EAP Transition Services" in Fall 2012.This program will help bridge the gap for nonnative speakers of English who are enrolled in credit courses.

Continuing working on standardizing the rubric scoring.

Final Essay Assignment scored with Critical Thinking Rubric

Outcomes specific goal: 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). The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.

Actual Results:

Clarity: 75% of the students received a "3" or higher, exceeding the stated goal by 5%. 28% received a "4" or higher exceeding the stated goal by 8%.

Accuracy: 76% of the students received a "3" or higher, exceeding the stated goal by 6%. 36% received a "4" or higher exceeding the stated goal by 16%.

Relevance: 86% of the students received a "3" or higher, exceeding the stated goal by 16%. 48% received a "4" or higher exceeding the stated goal by 28%.

Significance: 76% of the students received a "3" or higher, exceeding the stated goal by 6%. 41% received a "4" or higher exceeding the stated goal by 21%.

Logic: 79% of the students received a "3" or higher, exceeding the stated goal by 9%. 43% received a "4" or higher exceeding the stated goal by 23%.

Use of Results:

Providing additional support to nonnative speakers of English, for example, allowing them to seek help in the College Prep Center labs where the Instructional Assistants are better trained to provide support to English language learners.

Providing "EAP Transition Services" in Fall 2012. This program will help bridge the gap for nonnative speakers of English who are enrolled in credit courses.

Continuing to work on standardizing the rubric scoring.

Comments from Advisory Committee: The new EAP transition services will be focused on Lee Campus. We need to ensure comparable services are available district-wide.

Scores on the California Critical Thinking Skills Test

Outcome-specific goal: By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.

Actual Results: The results of a correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre- and post-tests by domain showed no statistically significant difference between the pre- and post-test scores in Spring 2012.

Use of Results: The level of reading difficulty of the CCTST and the lack of relationship to the course curriculum may make it an inappropriate tool to measure critical thinking as achieved in this course. After a review of several Critical Thinking Assessment tools, the CCTDI was chosen to replace the CCTST.

Comments from the Advisory Committee: The summer implementation of the CCTDI has been a more positive experience for the faculty and students. Dr. Gubitti suggested that faculty will want to work on "selling" the CCTDI to students by demonstrating how the results are useful to them.

Direct Measures-Success Strategies-Spring 2012 Pilot:

Scores on the Smarter Measure Learning Readiness Indicator "personal attribute," "technology knowledge" and "technical competency" items.

Outcome-specific goal: By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.

Actual Results: The results of a correlated means t-test, post-test versus pre-test as well as means and standard deviations for pre- and post-tests by domain showed no statistically significant differences in "personal attribute items" or "Technology Competency" in Spring 2012. There was statistically significant improvement in "Technology Knowledge."

Use of Results:

 Implementing Microsoft's Digital Literacy Curriculum

Continuing "Technology Tuesdays"

Scheduling open lab times for students to get one-on-one support and/or complete the digital literacy curriculum.

Implementing Canvas in SLS 1515 sections.

Providing Canvas training to students and Faculty.

Comments from the advisory committee: Whitney Rhyne provided an update on FYE programming that responds to the technology competency. Also, she discussed how peer architects will be utilized through open lab times, workshops, and one-on-one assistance with students. Faculty members on the advisory committee felt strongly that SLS 1515 instructors need to be able to schedule class time in a computer lab in addition to the FYE programming. While this is feasible in the 2012-2013 academic year, it will become increasingly difficult as the numbers of sections grow unless there is some formal commitment made by the college to increase computer lab space.

Success Strategies Presentation rubric

Outcome specific goal: 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).The students' achievement of each dimension (Completion of the problem-solving template, Timeline for Project Completion, Demonstration of Effective Group Communication Skills, and Presentation) of the rubric was measured on a 4-point scale.

Actual Results:

- Completion of the problem-solving template: 98% of the students received a "3" or higher, exceeding the stated goal by 28%. 44% received a "4" or higher exceeding the stated goal by 24%.

- Timeline for Project Completion: 89% of the students received a "3" or higher, exceeding the stated goal by 19%. 37% received a "4" or higher exceeding the stated goal by 17%.

- Demonstration of Effective Group Communication Skills: 85% of the students received a "3" or higher, exceeding the stated goal by 15%. 46% received a "4" or higher exceeding the stated goal by 26%.

- Presentation: 86% of the students received a "3" or higher, exceeding the stated goal by 16%. 52% received a "4" or higher exceeding the stated goal by 32%.

Use of Results:

- Providing more training in working in a group and communicating well in a group.

- Providing additional technology workshops for students who intend to use Power Points or Digital storytelling in their final presentations.

- Standardizing the Group Project Rubric.

Qualitative data from Final Essay assignment

Outcome-specific goal: 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.

Actual Results: Random samples of essays were collected in Spring 2012. Thematic coding scheduled for August 2012.

Use of Results: The themes that are identified through the coding process will be used to help design a student engagement survey instrument for use in future semesters.

Direct Measures-Success Strategies-Spring 2012 Pilot:

Within course completion rate (derived from course grade distributions)

Outcome-specific goal: Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 85% with a C or better.

Actual Results:

- Charlotte: 66.7% passed with a "C" or better.

- Collier: 82.1% passed with a "C" or better.

- Hendry/Glades: 57.1% passed with a "C" or better.

- Lee: 76.9% passed with a "C" or better.

- District: 76.5% passed with a "C" or better.

Use of results:

- Reviewing grade distribution report each term for the SLS 1515 classes.

- Providing additional faculty training.

- Developing an "Early Alert" committee to provide timely support to students.

Comments from Advisory Committee: Faculty members of the advisory committee feel that it would be helpful to have a single "directory of support services" handout for a reference. Whitney will work on designing the directory for distribution to faculty and for use in the "Introduction to College Services and Support" module.

Term-to-term retention reports (derived from the Banner Student Information System)

Outcome-specific goal: 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

Actual results: Term-to-term retention reports will be available in 2012-2013.

Use of results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform student retention efforts.

Comments from the advisory committee: Student engagement in on- and off-campus activities may be increased when the students see faculty participating. Some faculty were turned away from Student Life events in Spring 2012. The committee recommends that these events become more "faculty-friendly." Whitney will discuss this idea in the FYE Programming committee meeting.

Year-to-year retention reports (derived from the Banner Student Information System)

Outcome-specific goal: 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

Actual Results: Year-to-year retention reports will be in 2013-2014.

Use of results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform student retention efforts.

Cohort graduation reports derived through the Banner Student Information System

Outcome-specific goal: 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

Actual Results: Cohort data will be available in 2013-2014.

Use of Results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform student retention efforts.

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

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

Actual Results: The overall mean score for the "Course Outcome" Items was 4.28 which exceeds the comparative mean for four-year institutions (3.75). For the "Student Effort and Involvement" Items, the overall mean score was 4.10 which exceeds the comparative mean for four-year institutions (3.74). These pilot data have met the stated goal.

Use of results: Initiating an Early Alert committee in Fall 2012 to help support SLS 1515 success and retention.

Comments from the advisory committee: Myra requested that we also review our mean scores compared to those of two-year institutions.

11. Engaged Learning items from the SENSE:

19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2

Outcome-specific goal: Beginning AY 2012-13, there will be a 5% increase in the Engaged Learning benchmark over the previous year's results.

Actual results: SENSE data will be available in Spring 2013.

Use of results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the FYE Programming Committee, the Lead faculty, and the QEP Advisory committee to inform student engagement efforts.

Indirect Measures-Spring 2012-Student Satisfaction and Engagement:

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

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

Actual Results: The overall mean score for the "Faculty-Student Interactions" Items was 4.89 which exceeds the comparative mean for four-year institutions (4.37).

Use of Results: Continuing to provide faculty training and support through TLC Workshops and Conferences. Continuing to provide opportunities to share best practices through Cornerstone Communities of Practice.

Student-Faculty interactions items from CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q

Outcome-specific goal: Beginning AY 2012-13, there will be a 5% increase in the Student-Faculty interactions benchmark over the previous year's results.

Actual results: CCSSE data will be available in Summer 2013.

Use of results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the FYE Programming Committee, the Lead faculty, and the QEP Advisory committee to inform student engagement efforts.

Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)

Outcome-specific goal: Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.

Actual Results:

CCSSE data will be available in Summer 2013

Use of Results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform practices that promote critical thinking skills.

Qualitative data from focus group responses

Outcome-specific goal: Focus group responses will be analyzed and discussion of student satisfaction and engagement will be coded. The codes will be grouped into concepts and categories that lead faculty and staff to understanding the elements of the course and extracurricular activities that increased students' satisfaction and engagement. The concepts and categories will be used to develop a student survey instrument for use in subsequent semesters. Survey data will be used to inform course and program improvement.

Actual results:

Focus groups were held on Lee, Collier, Charlotte, and Hendry/Glades campuses. Trends:

- Student satisfaction with the Passport Assignment

- Student suggestions regarding more sports and/or intramural activities

- Student suggestions regarding communication about and timing of campus events

- Student dissatisfaction with Critical Thinking Exam

- Student satisfaction with interaction with professor and other students

- Students wanting more technology training

Use of results: Revising and Continuing the Passport Assignment:

- Requesting more sports and/or intramural activities

- Increasing communication about and timing of campus events

- Replacing the Critical Thinking Exam

- Continuing positive interactions with professor and other students

- Providing more technology training

Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)

Outcome-specific goal: Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.

Actual Results: CCSSE data will be available in Summer 2013

Use of Results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform practices that promote critical thinking skills.

Indirect Measures-Spring 2012-Faculty Application of Training:

Professional Development Surveys

Outcome-specific goal: 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.

Actual Results:

- Thirty-two of the forty faculty completers responded to the Cornerstone Instructor Module survey.

- 68.4% 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 11.6% short of the stated goal).

- 81.7% 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 (Exceeding the stated goal by 1.7%).

Use of Results: Revising the trainings to include:

a) more course-specific content

b) more hands-on activities and specific examples

 c) face-to-face requirements for some of the modules

d) lengthier sessions for some of the modules

e) more attention to Critical Thinking training will be necessary for faculty and staff to have a shared understanding of the concept

Faculty attending the 32nd Annual Conference on Critical Thinking will become facilitators for a Critical Thinking Community of Practice beginning in Fall 2012.

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

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

Actual Results: The overall mean score for the "Communication" Items was 4.83 which exceeds the comparative mean for four-year institutions (4.37).

Use of Results:

- Continuing to provide faculty training and support through TLC Workshops and Conferences

- Continuing to provide opportunities to share best practices through Cornerstone Communities of Practice

Indirect Measures-Spring 2012-Staff and Administrator Application of Training:

Professional Development Surveys

Outcome-specific goal: 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.

Actual Results:

- Thirteen of the twenty-five staff and administrators who completed the required modules completed the survey

- 76.6% 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 3.4% short of the stated goal

- 50% 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 30% short of the stated goal

Use of results:

- Revising the trainings to include:

  a) more course-specific content

  b) more hands-on activities and specific examples

   c) face-to-face requirements for some of the modules

  d) lengthier sessions for some of the modules

  e) more attention to Critical Thinking training will be necessary for faculty and staff to have a shared understanding of the concept

  Faculty attending the 32nd Annual Conference on Critical Thinking will become facilitators for a Critical Thinking Community of Practice beginning in Fall 2012.

SENSE items from A Plan and a Pathway to Success category: 18d, 18g, 18e, 18f, and 18h

Outcome-specific goal: Beginning AY 2012-13, there will be a 5% increase in A Plan and Pathway to Success benchmark over the previous year's results.

Actual Results: These data will be available in Spring 2013.

Use of Results: These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform practices that promote critical thinking skills.

3. Eileen introduced new faculty and staff:

Dr. Martin Tawil, Lead Faculty
Through his work on QEP subcommittees and as part of the inaugural SLS 1515 faculty, Dr. Tawil has shown tremendous support for the goals of the College's Quality Enhancement Plan and dedication to and enthusiasm for supporting the success of first-year students. Dr. Tawil will provide leadership to the Cornerstone faculty.

Whitney Rhyne, Coordinator, First-Year Experience
Formerly a Program Specialist in the FYE/Academic Success Department, Ms. Rhyne brings a vast experience in student support and academic success programs. Ms. Rhyne will coordinate the First-Year Experience academic success workshops, on- and off-campus events, and provide leadership to the Peer Architect (mentoring) program.

4. The committee discussed the addition of peer architects:

Peer Architects are student leaders who help SLS 1515 students during their transition to Edison State College. Each peer architect will act as a mentor for first-year students. Peer Architects are assigned to a specific section of the Cornerstone Experience Class, and put on workshops throughout the semester especially geared towards enhancing a first-year student's overall experience.

5. The committee briefly discussed initiatives to explore. These will be reviewed further at the next advisory meeting :

- Honors Sections and Partnership with Ave Maria University
- Linked Courses (e.g. spring Pilot with ENC course)
- QEP Blog
- Interest-Based Tracks
- Fidler Research Grant

Minutes submitted by Eileen DeLuca