

# Edison State College's Quality Enhancement Plan (QEP)

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**QEP Advisory Committee Meeting  
August, 2013**

Eileen DeLuca, Dean, College and Career Readiness, QEP Director

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# Enrollment

## *SLS 1515 Enrollment*

Campus	Semester									
	<u>*Spring 2012</u>		<u>*Summer 2012</u>		<u>Fall 2012</u>		<u>Spring 2013</u>		<u>Summer 2013</u>	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment
Charlotte	1	24	1	17	3	43	1	29	1	13
Collier	3	58	2	35	6	124	4	64	2	30
Hendry Glades	1	7	1	6	1	15	1	19	1	19
Lee	11	126	7	108	20	430	11	191	7	138
College Total	16	215	11	166	30	612	17	303	11	200

\*Pilot Semesters



## SLS 1515 Section Coverage

Campus	Semester				
	<u>*Spring 2012</u>	<u>*Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>
	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff	% Taught by full-time faculty or staff
Charlotte	0%	0%	0%	0%	0.00%
Collier	67%	0%	33%	50%	0.00%
Hendry Glades	0%	0%	0%	0%	0.00%
Lee	82%	43%	65%	82%	28.57%
<b>College Total</b>	<b>69%</b>	<b>27%</b>	<b>50%</b>	<b>65%</b>	<b>18.18%</b>

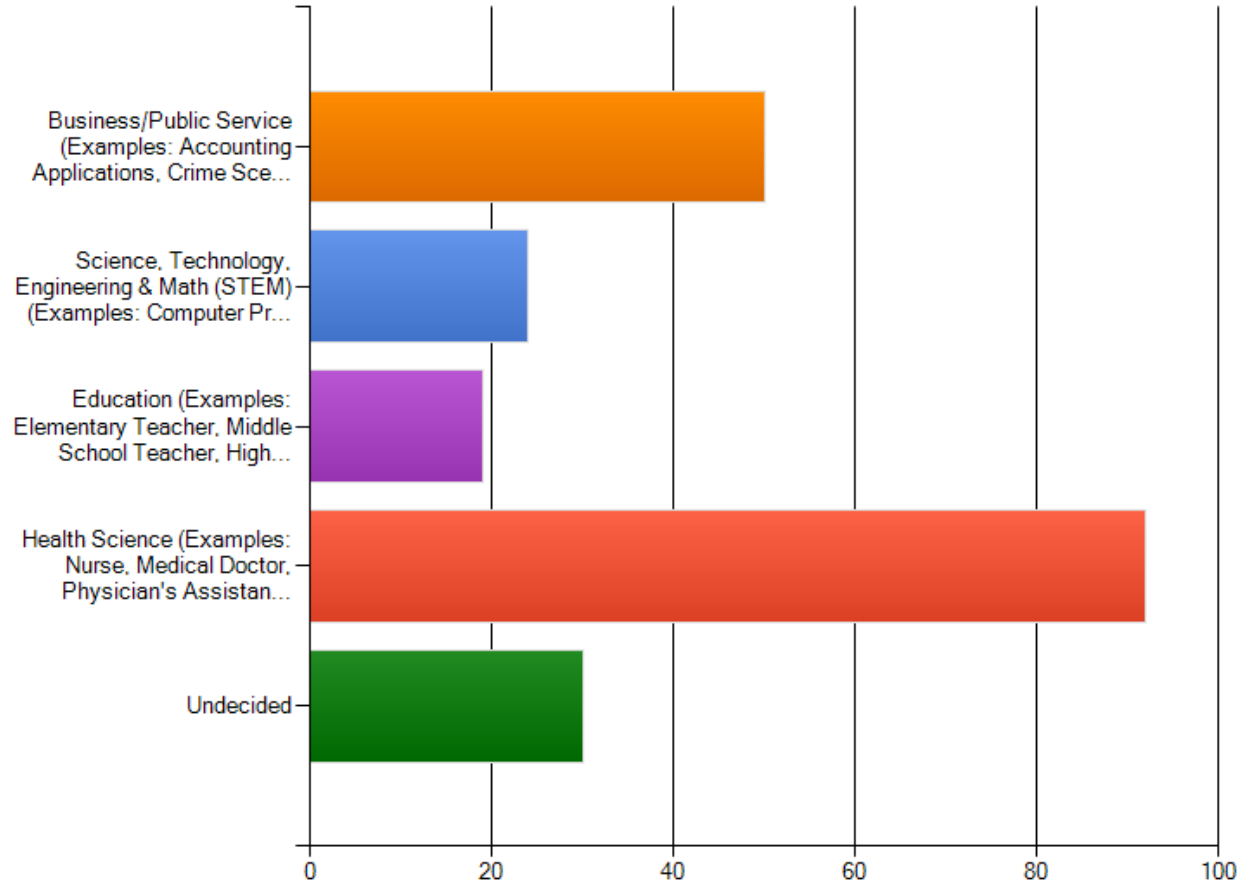
\*Pilot Semesters



# Career Interest Fall 2012

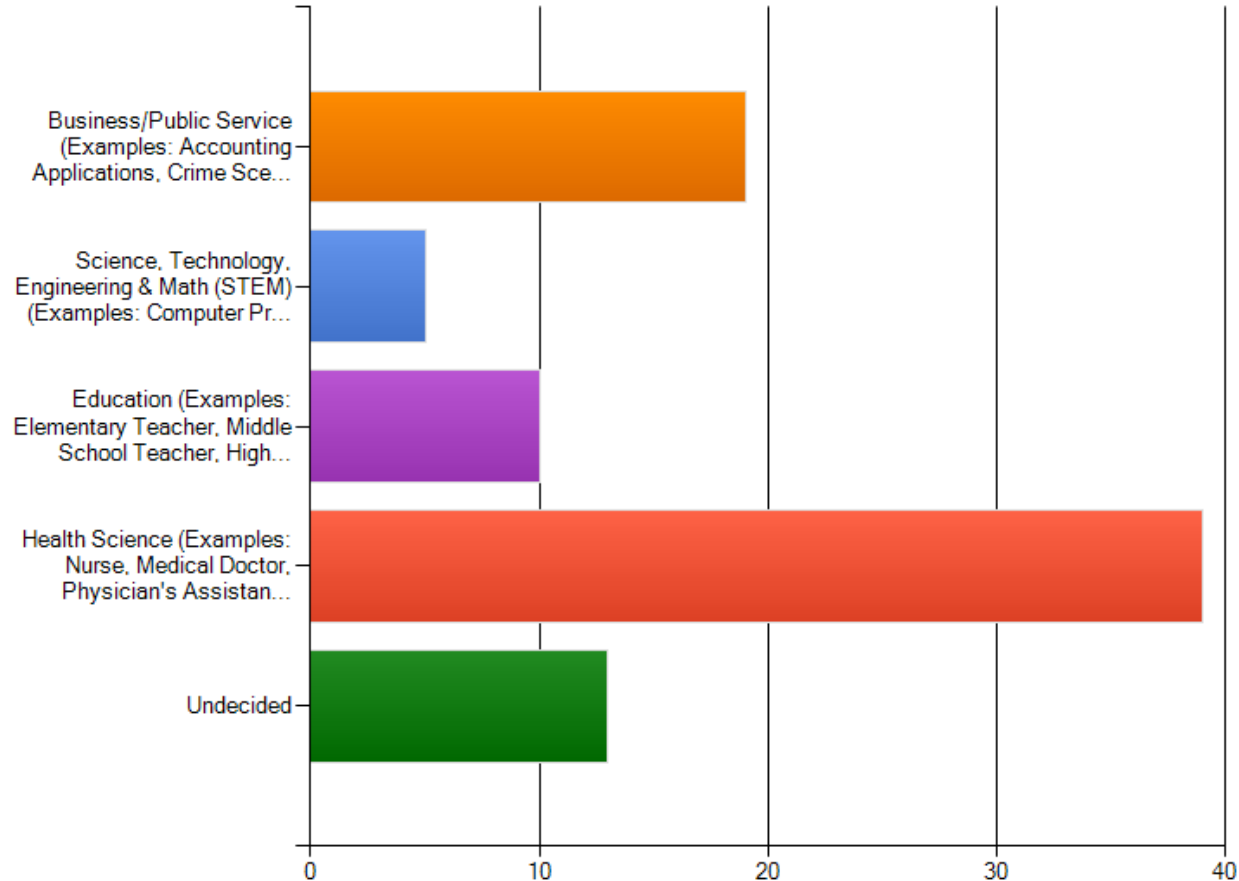
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Of the following career tracks, which are you most interested in pursuing?



# Career Interest Spring 2013

Of the following career tracks, which are you most interested in pursuing?



# Critical Thinking Journal-Overall Means

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## *SLS 1515 Overall Critical Thinking Means: Journal Assignment*

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Rubric Dimension	Overall Means	
	Fall 2012	Spring 2013
Clarity	2.73	2.82
Accuracy	2.94	3.04
Relevance	3.03	3.14
Significance	2.92	3.06
Logic	3.00	3.09

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*Note.* Values are on a 4-point scale.

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# Critical Thinking Journal-Achievement

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## *SLS 1515 Critical Thinking Achievement by Rubric Dimension: Journal Assignment*

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### Percentage of Students Scoring "3" or higher

Rubric Dimension	Fall 2012	Spring 2013
Clarity	64.59%	66.50%
Accuracy	80.73%	80.51%
Relevance	85.37%	82.56%
Significance	75.79%	78.46%
Logic	82.70%	83.25%

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# Final Essay-Overall Means

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*SLS 1515 Overall Critical Thinking Means: Final Essay*

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## Overall Means By Semester

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Rubric Dimension	Fall 2012	Spring 2013
Clarity	2.77	3.12
Accuracy	2.98	3.12
Relevance	3.22	3.31
Significance	3.10	3.42
Logic	3.10	3.27

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*Note.* Values are on a 4-point scale.

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# Final Essay-Achievement

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## *SLS 1515 Critical Thinking Achievement by Rubric Dimension: Final Essay*

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### Percentage of Students Scoring "3" or higher

Rubric Dimension	Fall 2012	Spring 2013
Clarity	67.71%	84.43%
Accuracy	80.12%	87.79%
Relevance	88.86%	91.04%
Significance	79.06%	91.51%
Logic	82.83%	88.15%

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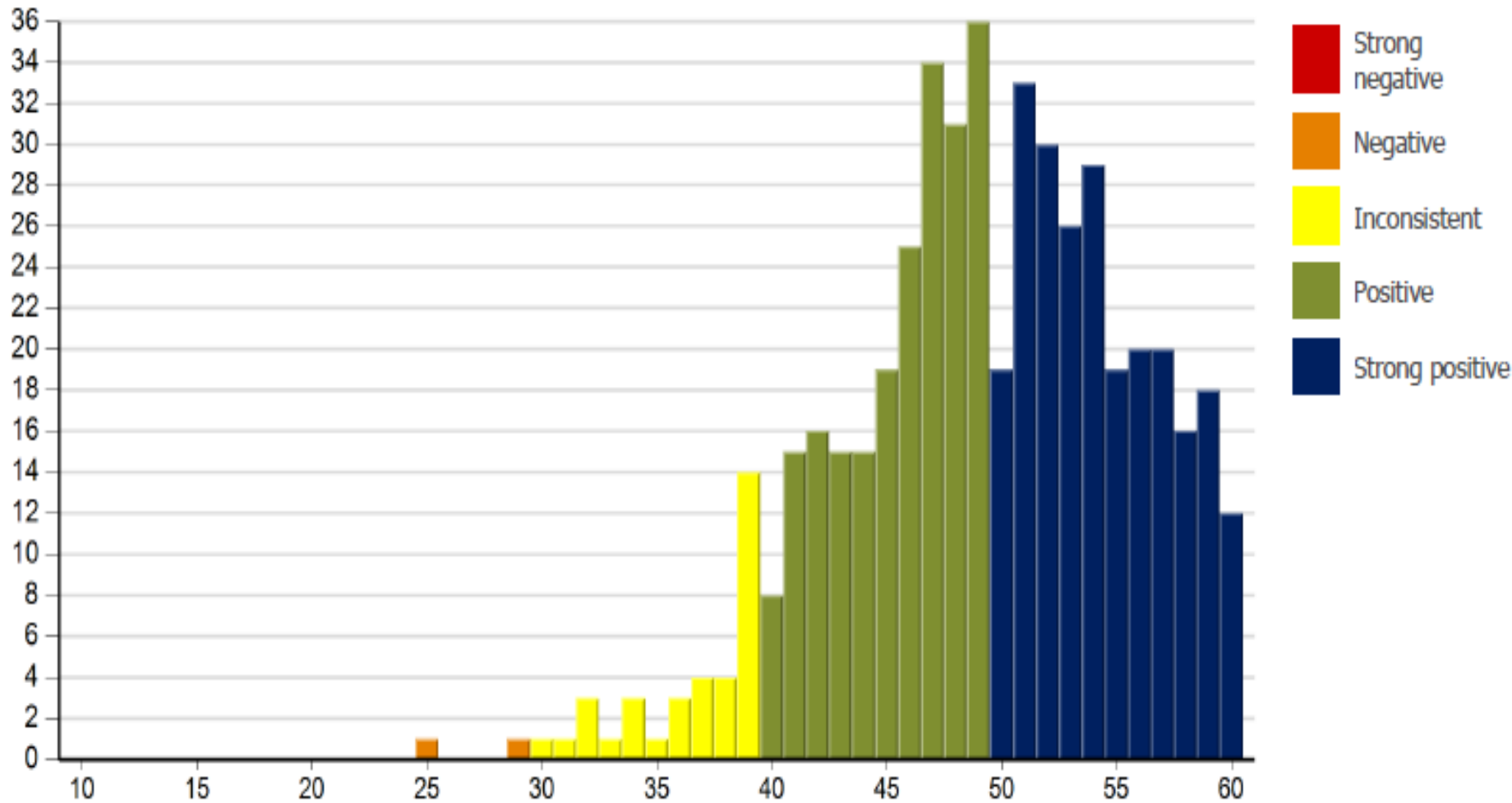
# CCTDI

## *SLS 1515 CCTDI Pre-Post Test Results*

Rubric Dimension	Overall Mean Difference and <i>t</i> -values			
	<u>Fall 2012</u>		<u>Spring 2013</u>	
	Mean Difference	<i>t</i>	Mean Difference	<i>t</i>
Truth-Seeking	1.09	4.00*	0.40	1.09
Open Mindedness	0.71	2.67*	0.72	2.24*
Analyticity	1.01	4.18*	1.15	3.46*
Systematicity	0.78	2.81*	0.78	2.08*
Inquisitiveness	0.70	2.40*	0.08	0.24
Confidence in Reasoning	1.60	5.97*	1.77	5.28*
Maturity in Judgment	1.24	3.73*	1.09	2.89*

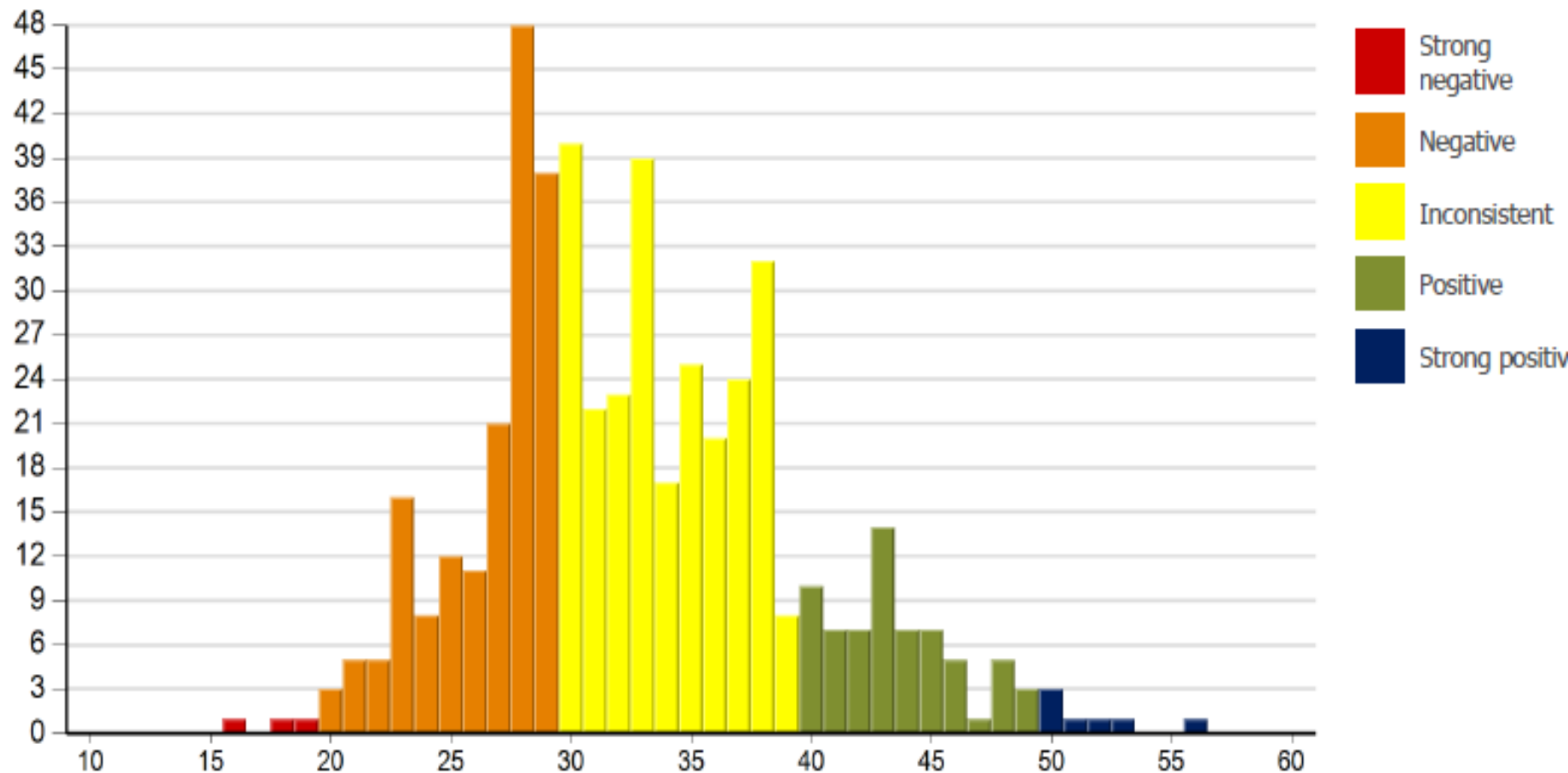
*\*Significant difference at the alpha = .05 level*

## Inquisitiveness



Inquisitiveness is intellectual curiosity. It is the tendency to want to know things, even if they are not immediately or obviously useful at the moment. It is being curious and eager to acquire new knowledge and to learn the explanations for things even when the applications of that new learning are not immediately apparent. The opposite of inquisitiveness is indifference.

## Truth-seeking



Truth-Seeking is the habit of always desiring the best possible understanding of any given situation it is following reasons and evidence where ever they may lead, even if they lead one to question cherished beliefs. Truth-seekers ask hard, sometimes even frightening questions; they do not ignore relevant details; they strive not to let bias or preconception color their search for knowledge and truth. The opposite of truth-seeking is bias which ignores good reasons and relevant evidence in order not to have to face difficult ideas.

# Success Strategies-Group Presentation-Overall Means

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## *SLS 1515 Overall Means: Success Strategies Group Presentation*

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Rubric Dimension	Overall Means By Semester	
	Fall 2012	Spring 2013
Accuracy	*	3.28
Relevance and Demonstration of Application	*	3.23
Creativity	*	3.21
Effective Group Communication	*	3.26

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*Note.* Values are on a 4-point scale.

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



# Success Strategies-Group Presentation-Achievement

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## *SLS 1515 Success Strategies by Rubric Dimension: Group Presentation*

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Rubric Dimension	Percentage of Students Scoring "3" or higher	
	Fall 2012	Spring 2013
Accuracy	*	90.37%
Relevance and Demonstration of Application	*	89.84%
Creativity	*	86.10%
Effective Group Communication	*	86.02%

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

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## SLS 1515 SmarterMeasure Pre-Post Test Results

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### Overall Mean Difference and *t* Values by Semester

Rubric Dimension	<u>Fall 2012</u>		<u>Spring 2013</u>	
	Mean Difference	<i>t</i>	Mean Difference	<i>t</i>
Personal Attributes	-0.17	-0.44	-0.98	-2.01*
Life Factors	-0.42	-0.79*	0.57	0.86
Technology Knowledge	3.77	7.04*	4.22	6.37*
Technology Competency	-0.07	-0.09*	2.02	2.29*

*\*Significant difference at the alpha = .05 level*

# Success Skills Survey

## *Success Skills Survey Results: Communication, Goal Attainment, and Cognitive Strategies*

Success Strategy	Percentage of Respondents Reporting Application	
	Fall 2012	Spring 2013
Note-taking	74.4%	80.8%
Critical Thinking	84.6%	86.5%
Study Skills	71.8%	76.9%
Creating a schedule	69.2%	78.8%
Creating a budget	56.4%	59.6%
Test-taking strategies	79.5%	86.5%
Forming study groups	43.6%	46.2%



## Success Skills Survey Results: Goal Attainment, Communication, and Cognitive Rating Scale

Success Strategy	Percentage of Respondents Reporting Substantial Improvement as a Result of SLS 1515	
	Fall 2012	Spring 2013
Arriving to class on time.	5.0%	7.3%
Attending class.	10.0%	7.3%
Reviewing the course schedule.	10.3%	20.4%
Using the calendar or lists.	17.5%	25.9%
Working on large projects incrementally.	22.5%	27.3%
Using small group communication skills.	35.0%	52.9%
Participating and asking questions when appropriate.	22.5%	52.9%
Forming a relationship with other students.	20.0%	24.1%
Meeting with the professor outside of class for help.	10.3%	27.8%
Thinking critically about texts and lectures.	35.9%	38.9%

# Within-Course Completion Rates

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*SLS 1515 Within-Course Success Rates (%Passing, A-C)*

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Campus	Semester	
	Fall 2012	Spring 2013
Charlotte	74.40%	82.76%
Collier	83.90%	69.23%
Hendry Glades	86.70%	52.63%
Lee	74.90%	70.16%
College Total	77.00%	70.07%

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# Term-to-Term Retention

**Table 1**

*Term-to-Term Retention by Base Fall Term*

		Not Retained Following Term	Retained Following Term	Totals
Fall 2011	Frequency	194	535	729
	Percent Overall	14.22	39.22	53.45
	Row Percent	26.61	73.39	
	Column Percent	54.04	53.23	
Fall 2012	Frequency	165	470	635
	Percent Overall	12.10	34.46	46.55
	Row Percent	25.98	74.02	
	Column Percent	45.96	46.77	
Total	Frequency	359	1005	1364
	Percent	26.32	73.68	100.00

$$\chi^2 (1, N = 1364) = 0.069, p < 0.793$$

## Term-to-Term Retention

**Table 2**

*Fall 2012 Term-to-Term Retention by Participation in SLS 1515*

		Not Retained Following Term	Retained Following Term	Totals
Not in	Frequency	57	104	161
SLS 1515	Percent Overall	8.98	16.38	25.35
	Row Percent	35.40	65.60	
	Column Percent	34.55	22.13	
Enrolled in	Frequency	108	366	474
SLS 1515	Percent Overall	17.01	57.64	74.65
	Row Percent	22.78	77.22	
	Column Percent	65.45	77.87	
Total	Frequency	165	470	635
	Percent	25.98	74.02	100.00

$$\chi^2 (1, N = 635) = 9.95, p < 0.002$$

# SIR II Results-Course Outcome, Student Effort

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

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SIR II Items	Overall Means by Semester			
	<u>Fall 2012</u>		<u>Spring 2013</u>	
	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution
Course Outcome: 29, 30, 31, 32, 33	4.2	3.8	4.3	3.8
Student Effort and Involvement: 34, 35, 36	4.0	3.7	4.0	3.7

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

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## Edison State College SENSE Survey Results

Benchmark	<u>2011</u>		<u>2012</u>		<u>Edison Year-to-Year Change</u>	
	Edison Weighted Score	Cohort Weighted Score	Edison Weighted Score	Cohort Weighted Score	Weighted Scores Difference	% Change
Early Connections	46.9	50.0	47.8	50.0	0.9	2%
High Expectation and Aspirations	54.4	50.0	53.0	50.0	-1.4	-3%
Clear Academic Plan and Pathway	48.9	50.0	48.9	50.0	0	0
Effective Track to College Readiness	50.9	50.0	52.5	50.0	1.6	3%
Engaged Learning	49.2	50.0	51.4	50.0	2.2	4%
Academic and Social Support	49.4	50.0	51.0	50.0	1.6	3%

## *Survey of Entering Student Engagement - Edison State College (2012 Administration)*

### **2012 Benchmark Scores Report - Main Survey**

Comparison Group: Extra-Large Colleges in the 2012 Cohort\*

Entering Students Only

[Weighted]

	<b>Your College</b>	<b>Ex-Large Colleges</b>		<b>2012 Cohort</b>	
<b>Benchmark</b>	<b>Score</b>	<b>Score</b>	<b>Difference</b>	<b>Score</b>	<b>Difference</b>
Early Connections	47.8	46.5	1.3	50.0	-2.2
High Expectations and Aspirations	53.0	49.2	3.8	50.0	3.0
Clear Academic Plan and Pathway	48.9	48.0	0.9	50.0	-1.1
Effective Track to College Readiness	52.5	49.8	2.7	50.0	2.5
Engaged Learning	51.4	49.3	2.1	50.0	1.4
Academic and Social Support Network	51.0	49.0	2.0	50.0	1.0

# Edison State College CCSSE Survey Results

Benchmark	<u>2010</u>		<u>2013</u>		<u>Edison Year-to-Year Change</u>	
	Edison Weighted Score	Cohort Weighted Score	Edison Weighted Score	Cohort Weighted Score	Weighted Scores Difference	% Change
Active and Collaborative Learning	48.6	50.0	49.3	50.0	0.7	1%
Student Effort	51.7	50.0	50.3	50.0	-1.4	-1%
Academic Challenge	50.3	50.0	50.3	50.0	0	0%
Student-Faculty Interaction	48.8	50.0	50.0	50.0	1.7	1%
Support for Learners	49.7	50.0	49.4	50.0	-0.3	-1%





# Community College Survey of Student Engagement - Edison State College (2013 Administration)

## 2013 Benchmark Scores Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2013 Cohort\*

[Weighted]

	Your College	Ex-Large Colleges		2013 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	50.0	49.7	0.4	50.0	0.0
Student Effort	50.6	49.4	1.1	50.0	0.6
Academic Challenge	49.1	50.0	-0.9	50.0	-0.9
Student-Faculty Interaction	49.7	48.6	1.1	50.0	-0.3
Support for Learners	49.3	48.9	0.4	50.0	-0.7

# SIR II Results-Faculty/Student Interactions

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

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SIR II Items	Overall Means by Semester			
	<u>Fall 2012</u>		<u>Spring 2013</u>	
	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution
Faculty/Student Interaction: 11, 12, 13, 14, 15	4.7	4.4	4.7	4.4

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

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# Focus Groups

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	Fall 2012	Spring 2013
<u>Categories</u>	<u>Concepts</u>	<u>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

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# Focus Groups

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	Fall 2012	Spring 2013
<u>Categories</u>	<u>Concepts</u>	<u>Concepts</u>
Academic and Affective Support	Valuing Faculty and Reporting Positive Interactions	Valuing Faculty and Reporting Positive Interactions
	Valuing and Critiquing Passport Assignment	Valuing and Critiquing GPS Assignment
	Valuing Peer Architects	Valuing Peer Architects
	Receiving Support for College Transition	Receiving Support for College Transition
	Critiquing Group Project	Acquiring Presentation Skills and Gaining Confidence

# Focus Groups

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	Fall 2012	Spring 2013
<u>Categories</u>	<u>Concepts</u>	<u>Concepts</u>
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



# SIR II Results-Communication

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

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## Overall Means by Semester

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Fall 2012

Spring 2013

SIR II Items	SLS 1515	Comparative Four-Year Institution	SLS 1515	Comparative Four-Year Institution
Communication: 6, 7, 8, 9, 10	4.7	4.6	4.7	4.4

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

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# Training Module Completers

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- ▶ As of July 2013, **111** faculty and staff have completed the ten Cornerstone Instructor Training Modules.
- ▶ **87** staff and administrators have completed five required Staff/Administrator modules.
- ▶ **383** faculty, staff and administrators have attended one or more QEP Cornerstone Module.
- ▶ **All departments are encouraged to set training completion goals in the 2013-2014 Unit Plans.**



Thank you for your participation!

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<http://www.edison.edu/fye/>

