

Direct Measures: Spring 2013

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>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; c) apply intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives.</p>	<p>Results of the Critical Thinking Journal assessment scored with the Critical Thinking Rubric</p>	<p>By the end of the spring 2013 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric.</p>	<p>The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.</p> <p>Overall means for each dimension:</p> <ul style="list-style-type: none"> • Clarity: 2.82 (66.50% received "3" or higher) • Accuracy: 3.04 (80.51% received "3" or higher) • Relevance: 3.14 (82.56% received "3" or higher) • Significance: 3.06 (78.64% received "3" or higher) • Logic: 3.09 (83.25% received "3" or higher) • The stated goals for Accuracy, Relevance, Significance, and Logic were met. • The number of students receiving a "3" or better for Clarity fell short of the stated goal (-3.50%) with Clarity being the dimension with the lowest of the overall means. 	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • For spring 2013, the assignment was streamlined to include seven journal entries. The three final three entries were used to measure the summative achievement towards this goal. • Faculty engaged in a rubric standardization session on July 12 in an effort to measure the reliability of the rubric and come to a consensus about levels of performance. • Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity. • The QEP Director has met with the Banner Team to review the process for linking courses. The group will continue to strategize ways to link a Developmental Writing class with an SLS 1515 class to provide further writing support.

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	Final Essay Assignment scored with Critical Thinking Rubric	By the end of the spring 2013 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric.	<p>The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.</p> <p>Overall means for each dimension:</p> <ul style="list-style-type: none"> • Clarity: 3.12 (84.43% received "3" or higher) • Accuracy: 3.12 (87.79% received "3" or higher) • Relevance: 3.31 (91.04% received "3" or higher) • Significance: 3.42 (91.51% received "3" or higher) • Logic: 3.27 (88.15% received "3" or higher) • The stated goal for Clarity, Accuracy, Relevance, Significance, and Logic were met. • Clarity and Accuracy had the lowest of the overall means. 	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • Faculty engaged in a rubric standardization session on July 12 in an effort to measure the reliability of the rubric and come to a consensus about levels of performance. • Beginning in fall term 2012, use of the Lee Campus Academic Success and College Prep Center labs became more "fluid." Students with writing needs receive assistance in either lab. • Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity. • The QEP Director has met with the Banner Team to review the process for linking courses. The group will continue to strategize ways to link a Developmental Writing class with an SLS 1515 class to provide further writing support.

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	Scores on the California Critical Thinking Disposition Inventory (CCTDI)	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 Judgment, and Maturity in Judgment.	<p>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 gains in all domains and statistically significant increases in Open Mindedness, Analyticity, Systematicity, Confidence in Reasoning, and Maturity in Judgment in the scores between the pre- and post-test administrations.</p> <ul style="list-style-type: none"> • Truth Seeking +0.40 • Open Mindedness +.72 • Analyticity +1.15 • Systematicity +.78 • Inquisitiveness +.08 • Confidence in Reasoning +1.77 • Maturity in Judgment +1.09 <p>The largest increases were in “Analyticity,” “Confidence in Reasoning” and “Maturity in Judgment.”</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • As noted in the fall, both the CCTDI and through the recent General Education Competency TIM study, students demonstrate a need for further development in analyzing and critiquing information sources, judging the validity of information, and locating and properly citing sources. This is something that can be modeled and supported across the College. • The QEP Director led a discussion on truth-seeking with the faculty on August 19. She will lead a session on “Teaching ‘Truth-Seeking’ in the fall community of practice. She has also met with Library faculty to plan a more extensive faculty training. • To gain a deeper understanding of students’ dispositions towards Critical Thinking as it relates to the ‘Truth-seeking’ domain, the QEP Director will lead a qualitative study in fall

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				<p>2013 on student’s definitions of “truth” and epistemic beliefs.</p> <ul style="list-style-type: none"> In the August 2013 Department Meeting, faculty reviewed the results for each domain and discussed ways to model and support the development of critical thinking dispositions in the SLS 1515 course. Three faculty attended the International Conference on Critical Thinking in summer 2013. They are scheduled to lead Critical Thinking trainings through the TLC in fall 2013 and spring 2014.
<p>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 self-efficacy through effective personal management, use of college resources and the development of positive</p>	<p>Scores on the Smarter Measure Learning Readiness Indicator “life factors” items: time, place, reason, resources, skills, “personal attribute” items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help; “technology knowledge” items: technology usage,</p>	<p>After completing the Cornerstone Experience course, students will have significant improvement in the following indicators: Personal Attributes, Life Factors, Technology Knowledge and Technology Competency.</p>	<p>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.</p> <ul style="list-style-type: none"> There was statistically significant improvement in Technology Knowledge. There was statistically significant improvement in Technology Competency. There was a slight increase in Life Factors. There was a statistically significant decrease in one area, Personal 	<p>The QEP Assessment Co-chairs reviewed these data on May 21, 2013. These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the faculty meeting on August 19, the QEP Implementation Team meeting on August 20 and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> Peer Architects will continue to receive technology training prior to each semester. In addition, a new position, Director of New Student Programs will coordinate FYE workshops with all campuses and centers to ensure technology workshops and support are available

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relationships with peers, staff, and faculty.	technology in your life, technology vocabulary, and personal computer/Internet specifications; “technical competency” items: computer competency, and Internet competency.		Attributes.	college-wide. <ul style="list-style-type: none"> The College’s Academic Success Centers are designing technology workshops for fall 2013.
	Success Strategies Presentation rubric	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.	<p>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.</p> <ul style="list-style-type: none"> Accuracy: 3.28 (90.37% received “3” or higher) Relevance: 3.23 (89.84% received “3” or higher) Creativity: 3.21 (86.10% received “3” or higher) Effective Group Communication: 3.26 (86.02% received “3” or higher) The goal was met for all of the rubric dimensions. 	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> Group communication workshops were implemented in spring 2013 and will continue to be offered by the FYE Office for AY 2013-2014. The SLS 1515 faculty revised the Success Strategy assignment guidelines in fall 2012 to improve the alignment between the stated outcomes and the assessment. Spring 2013 assignments will follow the updated guidelines and were scored on the updated rubric.

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	Success Strategies Survey	Random sample of Final Essay assignments were analyzed and discussion of success strategies were coded. The codes were 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 were used to develop a survey instrument to be used with students in subsequent semesters for self-report of acquisition and application of success strategies.	<p>A "Success Strategies" survey was sent out to the spring 2013 SLS 1515 students in May. A total of 61 students (20%) responded.</p> <ul style="list-style-type: none"> • 94.6% of the respondents reported locating and receiving assistance from the Academic Success Centers/labs as a result of completing the course. Other services visited by more than 50% of respondents: Career Services, Peer Mentoring, FYE Staff or Academic Coaching, Advising staff, financial aid staff, and library staff. • 78.9% of the students reported attending FYE Activities as a result of attending the class. Other events attended by more than 50% of respondents are the Student Life Activities, and Academic Success and FYE Workshops. • In terms of self-report of improvement in the areas of "arriving to class on time," "attending class," "reviewing the course schedule," "using a calendar or lists make sure assignments are completed on time," and "working on large project incrementally," the majority of the respondents felt that they have "always" done this and either "hadn't changed" or "made some improvement." • In terms of self-report of improvement in the areas of "using small group communication skills," "participating and asking questions when appropriate," "meeting with the professor outside of class for help," and 	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • The committee discussed how the data supported the need for additional positions for in the academic success centers. • The committee discussed the self-report aspect and the respondents' beliefs that they came to course already having success strategies and/or had behaviors correlated with success. One aspect of the course is to engage students in self-discovery and critical reflection. • The QEP Assessment committee discussed setting goals for a select group of survey items that are most closely aligned with the overall course goals.

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			<p>“thinking critically about texts and lectures,” the majority of the respondents felt that they “didn’t do this much before taking this class” and “have improved a great deal.” In terms of “forming a relationship with other students,” the amount that had “improved a great deal” was almost equal to the amount who said they “have always done well at this and haven’t changed,” or “made some improvement.”</p> <ul style="list-style-type: none"> • The majority of the respondents reported that as a result of the class, they had improved in the following areas: Time management, Goal Setting, Organization Skills, Persistence, Communication, Considering opinions different from my own, Avoiding activities and behaviors that may make me unsuccessful. • The majority of the respondents reported applying the following learning strategies in other courses: Note-taking, Critical thinking, Study skills, Creating a schedule, Creating a budget, Test-taking strategies. One area was reported by less than 50% of the respondents, “forming study groups.” • The majority of the respondents reported applying the following knowledge gained from the Learning Styles Inventories, Personality Inventories, and Multiple Intelligences Inventories: Choosing a major, Choosing a career goal, Forming relationships, Changing study habits, Communicating with others, 	

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			Researching professors for future classes, and Appreciating diversity.	

Indirect Measures: Spring 2013

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<p>Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.</p>	<p>Within course completion rate (derived from course grade distributions)</p>	<p>Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 85% with a C or better.</p>	<ul style="list-style-type: none"> • Charlotte: 82.76% passed with a “C” or better. • Collier: 69.23% passed with a “C” or better. • Hendry/Glades: 52.63% passed with a “C” or better. • Lee: 70.16% passed with a “C” or better. • Overall College: 70.07% passed with a “C” or better. <p>The overall college pass rates are 14.93% below the stated goal of 85%.</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • An early alert committee was implemented in fall 2012 to provide an additional network of support for students who require referrals to instructional assistants and academic coaches. • For spring 2013, the Early Alert Committee has created and updated Website and submission form. The Early Alert Committee has college-wide representation and in spring 2013 will make progress towards providing consistent services college-wide. • In January a proposal was approved by the College’s Curriculum committee to revise the course syllabus to state that successful completion of the course requires a grade of “C” or better. • Using year one as a baseline, a revised goal of 75% pass rates will be set for 2013-2014. •

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	Term-to-term retention reports (derived from the Banner Student Information System)	Using AY 2011-12 baseline data, term-to-term retention will increase by 5% each year. <ul style="list-style-type: none"> • 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 	A Chi Square analysis was conducted for students who tested in two or more developmental studies courses and enrolled in 2011-2012 as compared to the students with the same criteria who enrolled in 2012-2013. An additional Chi Square Analysis was conducted with students who tested in two or more developmental studies courses enrolled in fall 2012, and enrolled in SLS 1515 compared to students who tested in two or more developmental studies courses, enrolled in fall 2012, but did not enroll in SLS 1515. <ul style="list-style-type: none"> • From fall 2011 to spring 2012, 73.39% of the students were retained. From fall 2012 to spring 2013, 74.02% of the students were retained (an increase of .63%, falling 4.37% short of the stated goal). • Those students who enrolled in the SLS 1515 were retained from fall to spring at a rate of 77.22%. Those that did not enroll in SLS 1515 were retained from fall to spring at a rate of 65.06%. There was a statistically significantly higher rate of retention for those students who enrolled in SLS 1515. 	These data were reviewed by the QEP Implementation Committee on March 13, the QEP Assessment Subcommittee on March 20, the Lead faculty, and the QEP Advisory committee on April 26 and the QEP Advisory meeting on August 7. to inform student retention efforts. Additionally, These data support the efficacy of the course and the committees will continue to improve measures to enforce the course requirement based on the implementation timeline. <ul style="list-style-type: none"> • Faculty added a required interaction with advisors (outside of class) as part of the GPS assignment. • Group Advising sessions were implemented and targeted at SLS 1515 students. • The college will continue efforts to support term-to-term retention such as the group advising sessions and improvements to Early Alert. • Using year one as a baseline, a revised goal of 1% increase over the previous year will be set.
	Year-to-year retention reports (derived from the Banner Student Information System)	Using AY 2011-12 baseline data, year-to-year retention will increase by 3% each year.	Year-to-year retention reports will be available in 2013-2014.	These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory

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		<ul style="list-style-type: none"> • 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 		committee to inform student retention efforts.
	Cohort graduation reports derived through the Banner Student Information System	<p>This analysis will use the cohort graduation rate associated with students that entered ESC as FTIC during AY 10-11.</p> <ul style="list-style-type: none"> • Cohorts from AY 11-12 and 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 	Cohort data will be available in 2013-2014.	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.

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	Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	For the spring 2013 SIR II administrations, the overall mean score for the "Course Outcome" Items was 4.3 which exceeds the comparative mean for four-year institutions (3.8). For the "Student Effort and Involvement" Items, the overall mean score was 4.0 which exceeds the comparative mean for four-year institutions (3.7).	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <p>The groups strategized ways to continue to exceed the stated goal in terms of student satisfaction with courses as measured by the SIR II.</p> <ul style="list-style-type: none"> • The QEP Co-chairs presented a draft plan for selecting faculty to teach SLS 1515 to be implemented in fall 2013 for spring 2014 selection. The QEP Advisory Committee approved the plan. • Early Alert services became consistent college-wide during the spring 2013 semester to help support SLS 1515 success and retention.
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	Engaged Learning items from the SENSE: 19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2	Beginning AY 2012-13, there will be a 5% increase in the Engaged Learning benchmark over the previous year's results.	For the Engaged Learning Items there was an increase in weighted score from 49.2 to 51.4, thus increasing the score 4%. This falls 1% short of the stated goal.	<p>These data were reviewed by the QEP Implementation Committee on April 10, 2013, the QEP Assessment Committee on April 17, and the QEP Advisory committee on April 26 to inform student retention efforts.</p> <ul style="list-style-type: none"> • The assessment committee discussed revising the SENSE

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<p>student/student, student/faculty, and student/college engagement.</p>				<p>goals for next year. An increase of 5% over the previous year's goals each year may be unrealistic, especially when ESC is scoring above the comparative weighted scores. The assessment committee 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.</p>
	<p>Student-Faculty interactions items from CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q</p>	<p>Beginning AY 2012-13, there will be a 5% increase in the Student-Faculty interactions benchmark over the previous year's results.</p>	<p>For the Student-Faculty Interaction Items there was an increase in weighted score from 48.8 to 50.0, thus increasing the score 1%. This falls 4% short of the stated goal.</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, the SLS faculty meeting on August 19, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> The QEP Co-chairs presented a draft plan for selecting faculty to teach SLS 1515 to be implemented in fall 2013 for spring 2014 selection. The QEP Advisory Committee approved the plan
	<p>Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15 Subset of Active and</p>	<p>Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for</p>	<p>For the spring 2013 administration, the overall mean score for the "Faculty-Student Interactions" Items was 4.7 which exceeds the comparative mean for four-</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20, and the QEP Assessment</p>

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	Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r	four-year institutions.	<p>year institutions (4.4).</p> <p>For the Active and Collaborative Learning Items there was an increase in weighted score from 48.6 to 49.3, thus increasing the score 1%. This falls 4% short of the stated goal.</p>	<p>Meeting on August 21.</p> <ul style="list-style-type: none"> • On June 27 and 28 the College held a summer Cornerstone Training Institute with sessions led by external experts. Harlan Cohen led a workshop entitled "Supporting First-Year Students: People, Places, and Patience" which focused on ways faculty and staff could support first-year students. • The College will continue to provide faculty training through the TLC and through the Community of Practice Meetings. • The QEP Co-chairs presented a draft plan for selecting faculty to teach SLS 1515 to be implemented in fall 2013 for spring 2014 selection. The QEP Advisory Committee approved the plan.

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	Qualitative data from focus group responses	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.	<p>Two focus group sessions were held on Lee Campus, one on Charlotte campus, one on Collier and one on Hendry/Glades.</p> <p>Trends noted:</p> <p>Learning about College Resources: In describing their experience with the course, many students talked about how the course led them to finding and utilizing college resources, especially Academic Success Centers.</p> <p>Gaining and Valuing "Self-Awareness": Students found course activities especially Personality inventories and Career inventories as useful tools for developing self-awareness, leading to better academic plans and career choices.</p> <p>Learning "Time Management": Many students noted that learning about "Time Management" was a positive and/or significant component of the course. This was also mentioned frequently when students were asked which aspects of the course helped them achieve their academic or career goals.</p> <p>Learning and Valuing Critical Thinking Skills: Students were positive about learning Critical Thinking and mentioned it in their overall experience or the aspect of the course they were most satisfied with.</p> <p>Acquiring Presentation Skills and Gaining Confidence: Student reported that participating in the Group Presentation</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> • During the fall 2013 semester, the QEP Assessment committee will review focus group trends over the three semesters. Trends and associated changes will be noted. • Focus groups will be held on all campuses in December 2013. Focus group administrators will receive training to ensure the integrity of the sessions.

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			<p>and Career Presentations helped them acquire presentation skills and overcome fear of speaking in front of other students.</p> <p>Valuing Faculty and Reporting Positive Interactions: Many students had a positive experience with their professor.</p> <ul style="list-style-type: none"> • SLS 1515 Professors more willing to share relevant life experiences than other professors • “I didn’t want to miss class.” <p>Valuing and Critiquing GPS Assignment: Passport assignment received mostly positive reviews. Students reported that engaging in GPS activities facilitated social connections.</p> <p>Valuing Peer Architects: Most comments about Peer Architects were positive. PA’s provided information about campus activities, assistance outside of class, reminded them to do homework, gave counseling, and acted as a liaison with the professor. “She made us feel that the things we were going through were normal.”</p> <p>Receiving Support for College Transition: Students reported that the course provided a good introduction to the college. Even in cases where the students initially believed that they didn’t need the course, they found that the course was very helpful with all aspects of the transition associated with entering</p>	

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			<p>college.</p> <p>Participating in College Activities but Needing More Choices: Students reported that the GPS Assignment and encouragement from Peer Architects drove them to participate in a variety of campus activities. Some students report that their schedule made it difficult to participate in campus/college activities. They suggested offering more opportunities at alternate times including evenings.</p> <p>Recommending Multi-Modal Dissemination of Campus Event Information: Students reported ignoring e-mails other than those they receive from their professors. Multi-modal outreach was suggested including flyers, posters, e-mails, Facebook, and Peer Architects marketing in class.</p> <p>Gaining a Social Network and Experiencing Diversity: Students reported that GPS assignment, working in groups, and participating in the course allowed them to make connections with other students. They also reported making friends with people they didn't originally think they would be friends with.</p>	
<p>As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices</p>	<p>Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)</p>	<p>Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.</p>	<p>For the Academic Challenge Items the weighted scores remained consistent at 50.3. This falls 5% short of the stated goal.</p>	<p>These data were reviewed at the QEP Advisory Meeting on August 7, 2013, and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> The assessment committee discussed revising the CCSSE

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<p>to promote critical thinking and enhance the likelihood of success for first-year students.</p>				<p>goals for next year. An increase of 5% over the previous year's goals each year may be unrealistic, especially when ESC is scoring above the comparative weighted scores. The assessment committee 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.</p>
	<p>Professional Development Surveys</p>	<p>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.</p>	<p>Seven of the eleven (64%) faculty completers responded to the Cornerstone Instructor Module survey.</p> <ul style="list-style-type: none"> ▪ 100% of the completers "agreed" or "strongly agreed" that they had applied the "Critical Thinking" knowledge gained from the modules to their teaching or interactions with students (exceeding the stated goal by 20%). ▪ 100% of the completers "agreed" or "strongly agreed" that they had applied the "Success Strategies" knowledge gained from the modules to their teaching or interactions with students (exceeding the stated 	<p>These data were reviewed at the QEP Assessment Meeting on September 18, 2013 and the QEP Training and Development Meeting on September 19, 2013.</p> <ul style="list-style-type: none"> • Faculty that attended the 33rd Annual Conference on Critical Thinking will become facilitators for a Critical Thinking Series in fall 2013. • A Summer Training Institute was scheduled for June 2013. Harlan Cohen Lead a workshop on supporting first-year students and Dr. Saundra Maguire will lead a workshop on helping first-year students develop critical thinking skills.

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			goal by 20%).	<ul style="list-style-type: none"> A message was sent to faculty, staff and administrators at the beginning of fall 2013 reminding them of the training goals and the specific modules that are encouraged for each group.
	SIR II Communication items: 6, 7, 8, 9 and 10	Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.	The overall mean score for the "Communication" Items was 4.7, which exceeds the comparative mean for four-year institutions (4.4).	<p>These data will be reviewed at the QEP Advisory Meeting on August 7, 2013, the QEP Implementation Team meeting on August 20 and the QEP Assessment Meeting on August 21.</p> <ul style="list-style-type: none"> On June 27 and 28 the College held a summer Cornerstone Training Institute with sessions led by external experts. Harlan Cohen led a workshop entitled "Supporting First-Year Students: People, Places, and Patience" which focused on ways faculty and staff could support first-year students. The QEP Co-chairs presented a draft plan for selecting faculty to teach SLS 1515 to be implemented in fall 2013 for spring 2014 selection. The QEP Advisory Committee approved the plan.
As the staff and administrators complete the Cornerstone Experience Services professional	Professional Development Surveys	Following completion of the professional development modules, 80% of trained staff and administrators	Three of the four (75%) staff and administrators who completed the required modules completed the survey.	These data were reviewed at the QEP Assessment Meeting on September 18, 2013 and the QEP Training and Development Meeting on September

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.</p>		<p>applying critical thinking and first-year student success strategies as measured on Likert scale items.</p>	<ul style="list-style-type: none"> ▪ 67% 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 student falling 13% short of the stated goal. ▪ 67% 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 13% short of the stated goal. 	<p>19, 2013.</p> <ul style="list-style-type: none"> • Faculty that attended the 33rd Annual Conference on Critical Thinking will become facilitators for a Critical Thinking Series in fall 2013. • Summer Training Institute was scheduled for June 2013. Harlan Cohen Lead a workshop on supporting first-year students and Dr. Saundra Maguire will lead a workshop on helping first-year students develop critical thinking skills. A Summer Training Institute was scheduled for June 2013. Harlan Cohen led a workshop on supporting first-year students and Dr. Saundra Maguire will lead a workshop on helping first-year students develop critical thinking skills. A message was sent to faculty, staff and administrators at the beginning of fall 2013 reminding them of the training goals and the specific modules that are encouraged for each group.
	<p>SENSE items from Clear Academic Plan and Pathway category: 18d, 18g, 18e, 18f, and</p>	<p>Beginning AY 2012-13, there will be a 5% increase in the Clear Academic Plan and Pathway benchmark</p>	<p>For the Clear Academic Plan and Pathway Items the weighted score remained stable at 48.9 in 2011 and 2012. This falls short of the stated goal of a 5% increase.</p>	<p>These data were reviewed by the QEP Implementation Committee on April 10, 2013, the QEP Assessment Committee on April 17, and the QEP Advisory</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	18h	over the previous year's results.		<p>committee on April 26 to inform student retention efforts.</p> <ul style="list-style-type: none"> The assessment committee discussed revising the SENSE goals for next year. An increase of 5% over the previous year's goals each year may be unrealistic, especially when ESC is scoring above the comparative weighted scores. The assessment committee 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.