

Direct Measures: Summer 2012 Pilot

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 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).</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> <ul style="list-style-type: none"> • Clarity: 73% of the students received a "3" or higher exceeding the stated goal by 3%. 2% received a "4" falling short of the stated goal by 18%. • Accuracy: 63% of the students received a "3" or higher, falling short of the stated goal by 7% 3% received a "4" falling short of the stated goal by 17% . • Relevance: 94% of the students received a "3" or higher, exceeding the stated goal by 24%. 10% received a "4" falling short of the stated goal by 10%. • Significance: 75% of the students received a "3" or higher, exceeding the stated goal by 5%. 9% received a "4" falling short of the stated goal by 11%. • Logic: 78% of the students received a "3" or higher, exceeding the stated goal by 8%. 7% received a "4" falling short of the stated goal by 13%. 	<p>These data were reviewed at the QEP Assessment Subcommittee on September 12, the QEP Implementation Team meeting on September 20, the SLS Community of Practice meeting on September 24, and the QEP Advisory meeting on October 9, 2012.</p> <p>The QEP Assessment committee engaged in an extended discussion about the feasibility of meeting the stated goal of 20% of students receiving a "4." It was noted that if 10 journal scores are being averaged, it would be rare that someone would receive a "4" across any given criterion for all of the 10 entries. For purposes of reporting achievement, we may only want to focus on the final journal entry or a number of the final entries (e.g. the average of the last three). Earlier journal scores would be considered "formative," averaged in to the students' overall grades, but would not count towards the reporting of summative achievement for the purpose of the QEP, which would focus on the students' achievement as a result of the course.</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	Final Essay Assignment scored with Critical Thinking Rubric	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).	<p>The students' achievement of each dimension (Clarity, Accuracy, Relevance, Significance, and Logic) of the rubric was measured on a 4-point scale.</p> <ul style="list-style-type: none"> • Clarity: 88% of the students received a "3" or higher, exceeding the stated goal by 18%. 21% received a "4" exceeding the stated goal by 1%. • Accuracy: 97% of the students received a "3" or higher, exceeding the stated goal by 27%. 36% received a "4" exceeding the stated goal by 16%. • Relevance: 91% of the students received a "3" or higher, exceeding the stated goal by 21%. 70% received a "4" exceeding the stated goal by 50%. • Significance: 87% of the students received a "3" or higher, exceeding the stated goal by 17%. 45% received a "4" exceeding the stated goal by 25%. • Logic: 88% of the students received a "3" or higher, exceeding the stated goal by 18%. 51% received a "4" exceeding the stated goal by 31%. 	<p>These data were reviewed at the QEP Assessment Subcommittee on September 12, the QEP Implementation Team meeting on September 20, the SLS Community of Practice meeting on September 24, and the QEP Advisory meeting on October 9, 2012.</p> <p>For the fall term, use of the Lee Campus Academic Success and College Prep Center labs has become more "fluid." Students with writing needs receive assistance in either lab.</p> <p>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.</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	Scores on the California Critical Thinking Disposition Inventory	By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.	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 significant increases across all variables (Truth Seeking, Open Mindedness, Analyticity, Systematicity, Inquisitiveness, Confidence in Judgment, Maturity in Judgment) in the scores between the pre- and post-test administrations. The largest increase was in "Confidence in Judgment."	<p>These data were reviewed at the QEP Assessment Subcommittee on September 12, the QEP Implementation Team meeting on September 20, the SLS Community of Practice meeting on September 24, and the QEP Advisory meeting on October 9, 2012.</p> <p>The committee discussed the need for more computer lab space to allow all sections to complete the Web-based assessments during class time. The concern was brought to the attention of the VPAA who suggested purchasing more laptops and mobile carts. The committee is also considering tablets as an alternative because they are less costly and more functional.</p> <p>Faculty who attended the International Conference on Critical Thinking are leading Critical Thinking trainings through the TLC in fall 2012.</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,	Scores on the Smarter Measure Learning Readiness Indicator "life factors" items: time, place, reason, resources, skills, "personal attribute" items: time management,	By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.	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 statistically significant improvements in three of the four areas that are reported on for the QEP: Life Factors, Personal Attributes, and Technology Knowledge. There were positive increases in the fourth area,	<p>These data were reviewed at the QEP Implementation Team meeting on September 20, the QEP Assessment subcommittee on October 10, the SLS Community of Practice meeting on September 24, and the QEP Advisory meeting on October 9, 2012.</p> <p>The Implementation team strategized</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>and reasoning, and b) demonstrate independence self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.</p>	<p>procrastination, persistence, academic attributes, locus of control, and willingness to ask for help; “technology knowledge” items: technology usage, technology in your life, technology vocabulary, and personal computer/Internet specifications; “technical competency” items: computer competency, and Internet competency.</p>		<p>Technology Competency, but the post-test scores were not statistically significantly higher.</p>	<p>ways to get students more technology training and just-in-time instruction, including increased open-lab hours. Additionally, it was suggested that Peer Architects receive training in the use of Canvas and submitting assignments through Canvas so that they may provide further assistance to SLS 1515 students as they learn to use online learning management systems.</p> <p>The QEP Implementation Team and the SLS 1515 faculty have suggested that Peer Architects receive training in the use of Canvas and submitting assignments through Canvas so that they may provide further assistance to SLS 1515 students as they learn to use online learning management systems.</p>
	<p>Success Strategies Presentation rubric</p>	<p>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).</p>	<p>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.</p> <ul style="list-style-type: none"> Completion of the problem-solving template: 100% of the students received a “3” or higher, exceeding the stated goal by 30%. 37% received a “4” 	<p>These data were reviewed at the QEP Assessment Subcommittee on September 12, the QEP Implementation Team meeting on September 20, the SLS Community of Practice meeting on September 24, and the QEP Advisory meeting on October 9, 2012.</p> <p>The Success Strategy Rubric will be standardized in fall 2012.</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
			<p>exceeding the stated goal by 17%.</p> <ul style="list-style-type: none"> • Timeline for Project Completion: 100% of the students received a “3” or higher, exceeding the stated goal by 30%. 34% received a “4” exceeding the stated goal by 14%. • Demonstration of Effective Group Communication Skills: 100% of the students received a “3” or higher, exceeding the stated goal by 30%. 54% received a “4” exceeding the stated goal by 34%. • Presentation: 100% of the students received a “3” or higher, exceeding the stated goal by 30%. 67% received a “4” exceeding the stated goal by 47%. 	
	Qualitative data from Final Essay assignment	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	Random samples of essays were collected in spring 2012. Members of the QEP Assessment Subcommittee Coded the data in August and September 2012. A draft survey has been developed based on the thematic coding.	<p>The survey draft was reviewed at the QEP Assessment Meeting on October 10 and the QEP Implementation Team Meeting on October 18, 2012. The draft has undergone three revisions and will be finalized at the QEP Assessment meeting on November 14, 2012.</p> <p>The final draft of the survey will be administered to the students at the end of fall 2012.</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
		instrument to be used with students in subsequent semesters for self-report of acquisition and application of success strategies.		

Indirect Measures: Summer 2012 Pilot

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.	Within course completion rate (derived from course grade distributions)	Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 85% with a C or better.	<ul style="list-style-type: none"> Charlotte: 85% passed with a "C" or better. Collier: 92.1% passed with a "C" or better. Hendry/Glades: 100% passed with a "C" or better. Lee: 93.9% passed with a "C" or better. District: 92,7% passed with a "C" or better. <p>The overall district pass rates are 7.7% over the stated goal of 85%.</p>	<p>These data were reviewed at the QEP Assessment Subcommittee on September 12, the QEP Implementation Team meeting on September 20, and the QEP Advisory Meeting on October 9, 2012.</p> <p>The committees noted that historically, the summer term success rates in the Developmental Studies courses are much higher than fall and spring terms.</p> <p>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.</p>
	Term-to-term retention reports (derived from	Using AY 2011-12 baseline data, term-to-term	Term-to-term retention reports will be available in 2012-2013.	These data will be reviewed by the QEP Implementation Committee, the QEP

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	the Banner Student Information System)	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 		Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform student retention efforts.
	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. <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 	Year-to-year retention reports will be 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.
	Cohort graduation reports derived through the Banner Student Information System	This analysis will use the cohort graduation rate associated with students that entered ESC as FTIC during AY 10-11. <ul style="list-style-type: none"> • Cohorts from AY 11-12 	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.

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
		<p>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</p> <ul style="list-style-type: none"> • 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 		
	<p>Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36</p>	<p>Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.</p>	<p>For the summer 2012 SIR II administrations, the overall mean score for the "Course Outcome" Items was 4.39 which exceeds the comparative mean for four-year institutions (3.75). For the "Student Effort and Involvement" Items, the overall mean score was 4.17 which exceeds the comparative mean for four-year institutions (3.74).</p>	<p>The SIR II data from summer 2012 were reviewed at the QEP Implementation Team Meeting on October 18, the Community of Practice Meeting on October 22, and the QEP Assessment subcommittee meeting on November 14, 2012.</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. Also, an Early</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
				Alert committee was initiated in fall 2012 to help support SLS 1515 success and retention.
<p>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.</p>	<p>Engaged Learning items from the SENSE: 19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2</p>	<p>Beginning AY 2012-13, there will be a 5% increase in the Engaged Learning benchmark over the previous year's results.</p>	<p>Sense data will be available in spring 2013.</p>	<p>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.</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>CCSSE data will be available in summer 2013.</p>	<p>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.</p>
	<p>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</p>	<p>Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions.</p>	<p>For the summer 2012 administration, the overall mean score for the "Faculty-Student Interactions" Items was 4.82 which exceeds the comparative mean for four-year institutions (4.37).</p>	<p>The SIR II data from summer 2012 were reviewed at the QEP Implementation Team Meeting on October 18, the Community of Practice Meeting on October 22, and the QEP Assessment subcommittee meeting on November 14.</p> <p>The committees strategized ways to continue to exceed the stated goal in terms of student satisfaction with courses as measured by the SIR II. The College will continue to provide faculty training.</p>

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	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.	See spring 2012 Focus Group Data.	See spring 2012 Focus Group Results. The next scheduled focus groups will be held at the end of the fall 2012 semester.
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.	Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)	Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.	CCSSE data will be available in summer 2013.	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.
	Professional Development Surveys	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.	See spring 2012 survey data.	See spring 2012 use of results. The next survey will be run at the end of fall 2012.

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
	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 4.73 which exceeds the comparative mean for four-year institutions (4.37).	<p>The SIR II data from summer 2012 were reviewed at the QEP, Implementation Team Meeting on October 18, the Community of Practice Meeting on October 22, and the QEP Assessment subcommittee meeting on November 14.</p> <p>The groups strategized ways to continue to exceed the stated goal in terms of student satisfaction with course communication.</p>
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.	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.	See spring 2012 survey data.	See spring 2012 use of results. The next survey will be run at the end of fall 2012.
	SENSE items from A Plan and a Pathway to Success category: 18d, 18g, 18e, 18f, and 18h	Beginning AY 2012-13, there will be a 5% increase in A Plan and Pathway to Success benchmark over the previous year's results.	These data will be available in spring 2013.	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.