

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

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**QEP Advisory Committee Meeting  
Summer Pilot Data  
October 9, 2012**

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## Pilot Semester: Summer 2012 Course Sections

<b>Campus</b>	<b>Sections</b>	<b>Enrollment</b>
Lee	7	108
Collier	2	35
Charlotte	1	17
Hendry/Glades	1	6
District Total	11	166



# Direct Measures-Critical Thinking-Spring 2012 Pilot

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Critical Thinking Journal assessment scored with the 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"> <li>•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%.</li> <li>•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% .</li> <li>•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%.</li> <li>•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%.</li> <li>•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%.</li> </ul>	<ul style="list-style-type: none"> <li>•The use of Canvas has allowed each of the 10 journal entries to be scored on an individual rubric. 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.</li> <li>•For purposes of reporting achievement, a summative final journal entry assessment or a number of the final entries (e.g. the average of the last three) may provide more accuracy. Earlier journal scores would be considered "formative."</li> </ul>

# Direct Measures-Critical Thinking-Spring 2012 Pilot

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"> <li>•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%.</li> <li>•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%.</li> <li>•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%.</li> <li>•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%.</li> <li>•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%.</li> </ul>	<ul style="list-style-type: none"> <li>▪For the fall term, use of the Lee Campus Academic Success and College Prep Center labs have become more "fluid." Students with writing needs receive assistance in either lab.</li> <li>▪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.</li> </ul>

## Direct Measures-Critical Thinking-Spring 2012 Pilot

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."	<ul style="list-style-type: none"> <li>•Faculty who attended the International Conference on Critical Thinking are leading Critical Thinking trainings through the TLC in fall 2012.</li> <li>•The QEP Assessment Subcommittee 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.</li> </ul>

# Direct Measures-Success Strategies-Spring 2012 Pilot

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Scores on the Smarter Measure Learning Readiness Indicator “personal attribute” “technology knowledge” and “technical competency” items.	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 two of the three areas that are reported on for the QEP: Personal Attributes and Technology Knowledge. There were positive increases in the third area, Technology Competency, but the post-test scores were not statistically significantly higher.	<ul style="list-style-type: none"> <li>•The QEP Implementation Team strategized ways to get students more technology training and just-in-time instruction, including increased open-lab hours.</li> <li>•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.</li> </ul>

# Direct Measures-Success Strategies-Spring 2012 Pilot

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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 (20% should achieve a 4: exemplary).	<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"> <li>•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," exceeding the stated goal by 17%.</li> <li>•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%.</li> <li>•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%.</li> <li>•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%.</li> </ul>	<ul style="list-style-type: none"> <li>•The Success Strategy rubric will be standardized in fall 2012.</li> <li>•New goals may be established for spring 2012.</li> </ul>

## Direct Measures-Success Strategies-Spring 2012 Pilot

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Qualitative data from Final Essay assignment</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>•Random samples of essays were collected in spring 2012.</li> <li>•Members of the QEP Assessment Subcommittee Coded the data in August and September 2012.</li> <li>•A draft survey has been developed based on the thematic coding.</li> </ul>	<ul style="list-style-type: none"> <li>•The final draft of the survey will be administered to the students at the end of fall 2012.</li> </ul>



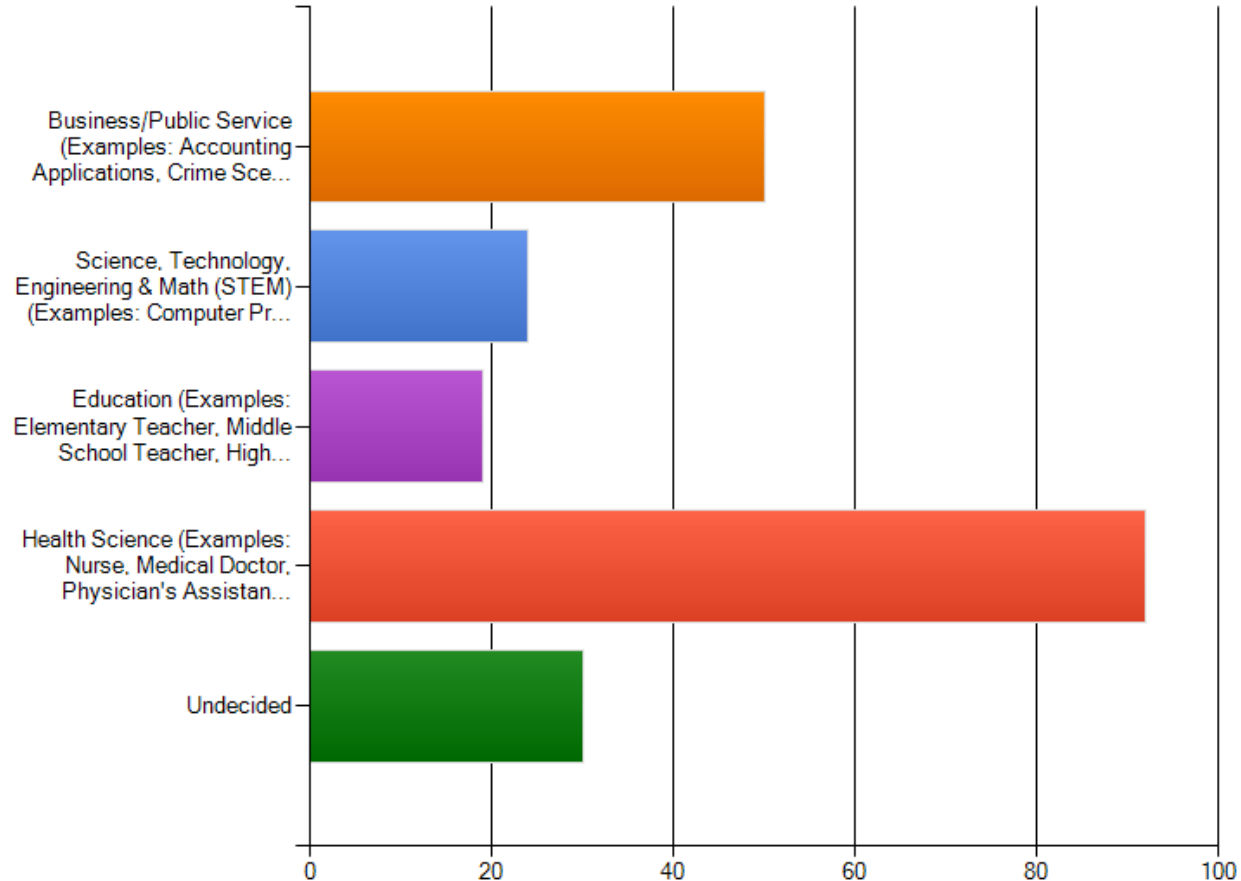
# Indirect Measures-Spring 2012-Retention, Persistence, Graduation

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<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"> <li>•Charlotte: 85% passed with a “C” or better.</li> <li>•Collier: 92.1% passed with a “C” or better.</li> <li>•Hendry/Glades: 100% passed with a “C” or better.</li> <li>•Lee: 93.9% passed with a “C” or better.</li> <li>•District: 92.7% passed with a “C” or better.</li> </ul> <p>The overall district pass rates are 7.7% over the stated goal of 85%.</p>	<ul style="list-style-type: none"> <li>• Historically, the summer term success rates in the Developmental Studies courses are much higher than fall and spring terms.</li> <li>•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.</li> </ul>

# Career Interest Fall 2012

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



## Fall 2012 Course Sections

<b>Campus</b>	<b>Sections</b>	<b>Enrollment</b>
Lee	20	491
Collier	6	134
Charlotte	3	33
Hendry/Glades	1	16
District Total	30	674



Thank you for your participation!

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

