

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

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**QEP Advisory Committee Meeting  
Fall 2012 Data  
February 8, 2013**

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

## 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
<b>District Total</b>	<b>30</b>	<b>674</b>



# Direct Measures-Critical Thinking-Fall 2012

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 fall 2012 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"> <li>•Clarity: 2.73 (64.59% received "3" or higher)</li> <li>•Accuracy: 2.94 (80.73% received "3" or higher)</li> <li>•Relevance: 3.03 (85.37% received "3" or higher)</li> <li>•Significance: 2.92 (75.79% received "3" or higher)</li> <li>•Logic: 3.00 (82.70% received "3" or higher)</li> </ul> <ul style="list-style-type: none"> <li>• The goal for Accuracy, Relevance, Significance, and Logic were met.</li> <li>• The number of students receiving a "3" or better for Clarity fell short of the stated goal (-.5.41%) with Clarity being the dimension with the lowest of the overall</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.</li> <li>• For spring 2013, the assignment has been streamlined to include seven journal entries. Going forward, the final three entries will be used to measure the summative achievement towards this goal. Earlier journal scores would be considered "formative."</li> </ul>

# Direct Measures-Critical Thinking-Fall 2012

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.	<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"> <li>•Clarity: 2.77 (67.71% received "3" or higher)</li> <li>•Accuracy: 2.98 (80.12% received "3" or higher)</li> <li>•Relevance: 3.22 (88.86% received "3" or higher)</li> <li>•Significance: 3.10 (79.06% received "3" or higher)</li> <li>•Logic: 3.10 (82.83% received "3" or higher)</li> </ul> <ul style="list-style-type: none"> <li>• The goal for Accuracy, Relevance, Significance, and Logic were met.</li> <li>• The number of students receiving a "3" or higher for Clarity fell short of the</li> </ul>	<ul style="list-style-type: none"> <li>▪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.</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-Fall 2012

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Scores on the California Critical Thinking Disposition Inventory	After completing the Cornerstone Experience course, students will have significant improvement in the following Critical Thinking Dispositions: Truth Seeking, Open Mindedness, Analyticity, Systematicity, Inquisitiveness, Confidence in Judgment, Maturity in Judgment.	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 were in in "Truth Seeking," "Analyticity," "Confidence in Judgment" and "Maturity 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 and spring 2013. Two faculty have agreed to attend a Critical Thinking Conference in summer 2013.</li> <li>•The Training and Development Subcommittee is considering a "Critical Thinking Group" to meet once a month, implement Critical Thinking Activities in their classes and report back.</li> <li>•The FYE/Academic Success Department purchased 4 Cannon Cameras, 4 Dell Laptops and will purchase a MacBook Pro for student use.</li> </ul>

# Direct Measures-Success Strategies-Fall 2012

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.	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>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 <b>statistically significant improvements in Technology Knowledge.</b></p> <p>There was a slight <b>decrease in Personal Attributes, and statistically significant decreases in two areas: Technology Competency, and Life Factors.</b></p>	<ul style="list-style-type: none"> <li>•Before the start of the spring 2013 semester, the Peer Architects received training in the use of Canvas so that they may better prepared to provide support to SLS 1515 students as they learn to use online learning management systems.</li> </ul>

## Direct Measures-Success Strategies-Fall 2012

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Success Strategies Group 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 (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: 3.16 (82.25% received "3" or higher)</li> <li>•Timeline for Project Completion: 3.09 (80.20% received "3" or higher)</li> <li>•Demonstration of Effective Group Communication Skills: 3.00 (76.11% received "3" or higher)</li> <li>•Presentation: 3.06 (78.16% received "3" or higher)</li> <li>•The goal was met for all of the rubric dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>•The SLS 1515 faculty revised the Success Strategy assignment guidelines in fall 2012 to improve the alignment between the stated outcomes and the assessment.</li> <li>•Spring 2013 assignments will follow the updated guidelines and be scored on the updated rubric.</li> </ul>

# Direct Measures-Success Strategies-Fall 2012

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Qualitative data from Final Essay assignment used to Design a "Success Strategies" Rubric.</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>• A "Success Strategies" survey was sent out to the fall 2012 SLS 1515 students in December 2012. 43 students responded.</li> <li>• 92.5% of the respondents reported locating and receiving assistance from the <b>Academic Success Centers/labs</b> as a result of completing the course. Other services visited by more than 50% of respondents: Advising staff, financial aid staff, and library staff.</li> <li>• 67.6% of the students reported attending <b>student life activities</b> as a result of attending the class. Other events attended by more than 50% of respondents are the <b>Career Events</b>.</li> <li>• 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 <b>majority of the respondents felt that they have "always" done this and either "hadn't changed" or "made some improvement."</b></li> <li>• In terms of self-report of improvement in the areas of "using small group communication skills," "participating and asking questions when appropriate," "forming a relationship with other students," "meeting with the</li> </ul>	<ul style="list-style-type: none"> <li>• The data supports the need for additional positions for in the academic success centers.</li> <li>• Student self-report beliefs that they came to course already having success strategies and/or had behaviors correlated with success. One aspect of the course is to</li> </ul>



# Direct Measures-Success Strategies-Fall 2012

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Qualitative data from Final Essay assignment used to Design a “Success Strategies” Rubric.</p>	<ul style="list-style-type: none"> <li>• Random sample of Final Essay assignments will be analyzed and discussion of success strategies will be coded.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Two areas where the majority felt that they “didn’t do this much before the class and have improved a great deal” is in “using small group communication skills” and “thinking critically about texts and lectures.”</b></li> <li>• 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</li> <li>• 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.”</li> <li>• The majority of the respondents reported applying the following knowledge gained from the Learning Styles Inventories, Personality Inventories, and</li> </ul>	<ul style="list-style-type: none"> <li>• The data supports the need for additional positions for in the academic success centers.</li> <li>• Student self-report beliefs of coming equipped with success strategies and/or had behaviors correlated with success. One aspect of the course is to engage students</li> </ul>

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

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: 74.4% passed with a “C” or better.</li> <li>• Collier: 83.9% passed with a “C” or better.</li> <li>• Hendry/Glades: 86.7% passed with a “C” or better.</li> <li>• Lee: 74.9% passed with a “C” or better.</li> <li>• Overall College: 77% passed with a “C” or better.</li> </ul> <p>The overall college pass rates are 8% below the stated goal of 85%.</p>	<ul style="list-style-type: none"> <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. 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.</li> <li>• 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.</li> </ul>

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

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Term-to-term retention reports (derived from the Banner Student Information System)	<p>Using AY 2011-12 baseline data, term-to-term retention will increase by 5% each year.</p> <ul style="list-style-type: none"> <li>• Baseline for students tested into in two or more developmental studies areas and enrolled in one or more courses, AY 11-12 and 12-13</li> <li>• Baseline for students tested into in developmental studies areas and enrolled in one or more courses, AY 13-14 and 14-15</li> <li>• Baseline for students without developmental studies, AY 15-16</li> </ul>	Term-to-term retention reports will be available in 2012-2013.	These data will be reviewed by the QEP Implementation Committee, the QEP Assessment Subcommittee, the Lead faculty, and the QEP Advisory committee to inform student retention efforts.

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

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Year-to-year retention reports (derived from the Banner Student Information System)</p>	<p>Using AY 2011-12 baseline data, year-to-year retention will increase by 3% each year.</p> <ul style="list-style-type: none"> <li>• Baseline for students who tested into in two or more developmental studies areas and enrolled in one or more courses, AY 11-12 and 12-13</li> <li>• Baseline for students tested into in any developmental studies areas and enrolled in one or more courses, AY 13-14 and 14-15</li> <li>• Baseline for students without developmental studies, AY 15-16</li> </ul>	<p>Year-to-year retention reports will be in 2013-2014.</p>	<p>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.</p>

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

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Cohort graduation reports derived through the Banner Student Information System</p>	<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"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<p>Cohort data will be available in 2013-2014.</p>	<p>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.</p>

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

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<p>Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort &amp; 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>	<ul style="list-style-type: none"> <li>▪The overall mean score for the “Course Outcome” Items was 4.2 which exceeds the comparative mean for four-year institutions (3.8).</li> <li>▪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). These pilot data have met the stated goal.</li> </ul>	<ul style="list-style-type: none"> <li>▪The QEP Implementation and Advisory team will develop a plan for selecting faculty to teach SLS 1515.</li> <li>▪Early Alert services will be consistent college-wide during the spring 2013 semester to help support success and retention.</li> </ul>

# Indirect Measures-Spring 2012-Student Satisfaction and Engagement

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
<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>

## Indirect Measures-Spring 2012-Student Satisfaction and Engagement

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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	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 “Faculty-Student Interactions” Items was 4.7 which exceeds the comparative mean for four-year institutions (4.4).	<ul style="list-style-type: none"> <li>▪ Continuing to provide faculty training and support through TLC Workshops and Conferences.</li> <li>▪ Continuing to provide opportunities to share best practices through Cornerstone Communities of Practice.</li> </ul>





# Indirect Measures-Spring 2012-Student Satisfaction and Engagement

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
Student-Faculty interactions items from CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q	Beginning AY 2012-13, there will be a 5% increase in the Student-Faculty interactions 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 FYE Programming Committee, the Lead faculty, and the QEP Advisory committee to inform student engagement efforts.

# Indirect Measures-Spring 2012-Student Satisfaction and Engagement

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.	<p>Three focus group sessions were held on Lee Campus, one on Charlotte campus and one on Hendry-Glades.</p> <ul style="list-style-type: none"> <li>• <b>“Time Management”</b> 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.</li> <li>• Many students had a <b>positive experience with their professor.</b></li> <li>• <b>Comments about Peer Architects were positive</b> but vague. Those who were specific mentioned that the PA's provided assistance outside of class, reminded them to do homework, gave counseling, and acted as a liaison with the professor. They also noted that the PA's knew “what we are going through.”</li> <li>• Students were <b>positive about learning Critical Thinking</b> and the</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of fall 2012, the SLS 1515 faculty revised the Edison GPS (formerly Passport) assignment and designed a rubric to measure achievement. They also revised the Success Strategy assignment guidelines and the rubric to improve the alignment between the stated outcomes and the assessment.</li> <li>• Spring 2013 assignments will follow the updated</li> </ul>

# Indirect Measures-Spring 2012-Student Satisfaction and Engagement

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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.

## Indirect Measures-Spring 2012-Faculty Application of Training

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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.	<ul style="list-style-type: none"> <li>▪Twenty-four of the forty-three faculty completers responded to the Cornerstone Instructor Module survey.</li> <li>▪79% 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 1% short of the stated goal).</li> <li>▪79% 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 1% short the stated goal).</li> </ul>	<p>Based on results from spring and summer 2012 Surveys, the trainings were revised to include</p> <ul style="list-style-type: none"> <li>a) more course-specific content</li> <li>b) more hands-on activities and specific examples</li> <li>c) face-to-face requirements for some of the modules</li> <li>d) lengthier sessions for some of the modules.</li> <li>e) more attention to Critical Thinking training for faculty and staff to have a shared understanding of the concept.</li> </ul> <p>Based on spring 2013 evaluations, further revision will be made to Critical Thinking Modules to include more practical applications.</p> <p>Faculty attending the 33rd Annual Conference on Critical Thinking will</p>

# Indirect Measures-Spring 2012-Faculty Application of Training

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 4.7 which exceeds the comparative mean for four-year institutions (4.6).	<ul style="list-style-type: none"><li>▪ Continuing to provide faculty training and support through TLC Workshops and Conferences.</li><li>▪ Continuing to provide opportunities to share best practices through Cornerstone Communities of Practice.</li></ul>

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

Measurement Method/ Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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.	<ul style="list-style-type: none"> <li>■Thirteen of the seventeen staff and administrators who completed the required modules completed the survey.</li> <li>■69% 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 11% short of the stated goal.</li> <li>■69% 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 11% short of the stated goal.</li> </ul>	<p>Based on results from spring and summer 2012 Surveys, the trainings were revised to include</p> <ul style="list-style-type: none"> <li>a) more course-specific content</li> <li>b) more hands-on activities and specific examples</li> <li>c) face-to-face requirements for some of the modules</li> <li>d) lengthier sessions for some of the modules.</li> <li>e) more attention to Critical Thinking training for faculty and staff to have a shared understanding of the concept.</li> </ul> <p>Based on spring 2013 evaluations, further revision will be made to Critical Thinking Modules to include more practical applications.</p>

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

Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)	Actual Results	Use of Results
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.

# Training Module Completers

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- ▶ As of December 2012, a total of 558 faculty, staff and administrators have completed one or more Cornerstone Training Modules.
- ▶ 75 faculty have completed the ten Cornerstone Instructor Training Modules.
- ▶ 41 staff and administrators have completed five required Staff/Administrator modules.
- ▶ A 2-day mini-conference was held in December 2012 allowing faculty staff and administrators to complete or catch up all modules.
- ▶ **All departments are encouraged to set training completion goals in the 2012-2013 Unit Plans.**

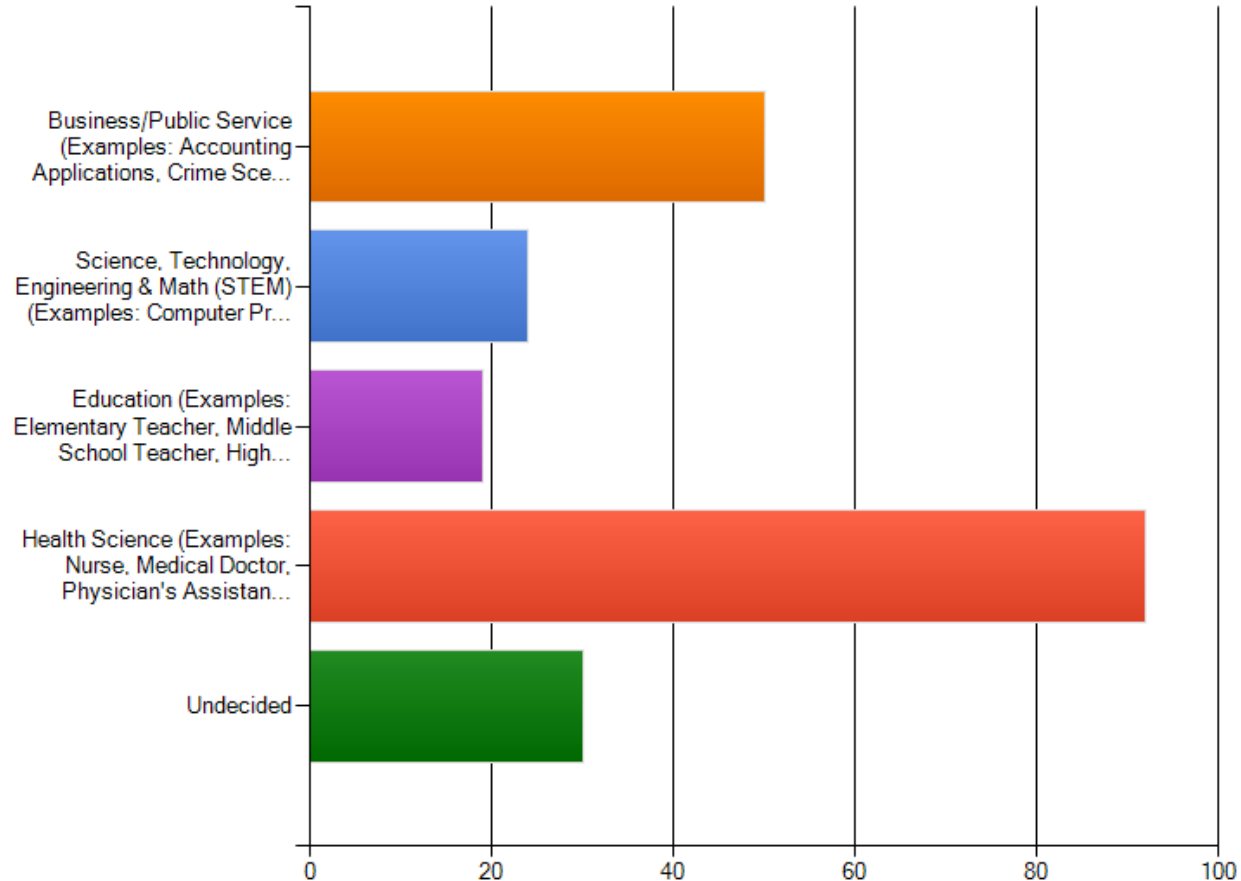




# Career Interest Fall 2012

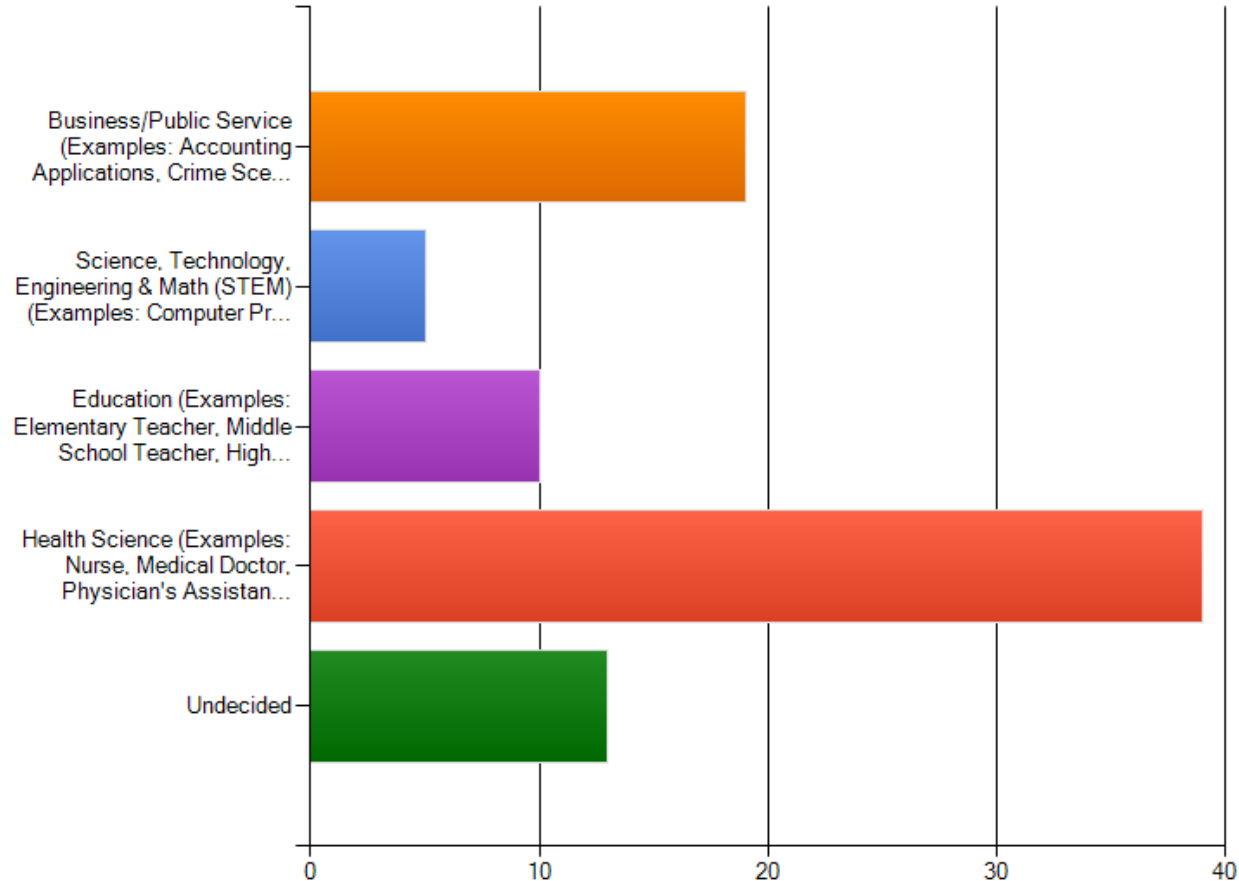
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Of the following career tracks, which are you most interested in pursuing?



# Career Interest Spring 2013

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



## Spring 2013 Course Sections

Campus	Sections	Enrollment
Lee	11	180
Collier	4	65
Charlotte	2	29
Hendry/Glades	1	19
College Total	18	293



## SLS 1515-FT to Adjunct Section Coverage Ratios

	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	# Taught by adjuncts	% Taught by adjuncts
Spring 2012-PILOT	16	13	81%	3	19%
Summer 2012-PILOT	11	3	27%	8	73%
<b>Fall 2012</b>	30	15	<b>50%</b>	15	50%
<b>Spring 2013</b>	18	11	<b>61%</b>	7	39%



Thank you for your participation!

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

