

Edison State College's Quality Enhancement Plan (QEP)



**QEP Advisory Committee Meeting
April 26, 2013**

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



Spring 2013 Course Sections

Campus	Sections	Enrollment
Lee	11	191
Collier	4	65
Charlotte	2	29
Hendry/Glades	1	19
District Total	18	304



Indirect Measures-Fall 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"> 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 Baseline for students tested into in developmental studies areas and enrolled in one or more courses, AY 13-14 and 14-15 Baseline for students without developmental studies, AY 15-16 	<p>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. 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).</p> <p>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. 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</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>

Highlights of Quantitative Measures-Indirect

Table 1

Term to Term Retention by Base Fall Term

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

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

Highlights of Quantitative Measures-Indirect

Table 2

Fall 2012 Term to Term Retention by Participation in SLS 1515

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

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

Indirect Measures-Fall 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>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>	<p>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.</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
<p>SENSE items from A Plan and a Pathway to Success category: 18d, 18g, 18e, 18f, and 18h</p>	<p>Beginning AY 2012-13, there will be a 5% increase in A Plan and Pathway to Success benchmark over the previous year's results.</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>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.</p>

SENSE Survey Weighted Scores by Benchmark

	2011	2012	Difference	% Change
Early Connections	46.9	47.8	0.9	2%
High Expectations and Aspirations	54.4	53	-1.4	-3%
Clear Academic Plan and Pathway	48.9	48.9	0	0%
Effective Track to College Readiness	50.9	52.5	1.6	3%
Engaged Learning	49.2	51.4	2.2	4%
Academic and Social Support	49.4	51	1.6	3%

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

2012 Benchmark Scores Report - Main Survey

Comparison Group: Extra-Large Colleges In the 2012 Cohort*

Entering Students Only

[Weighted]

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

Training Module Completers

- ▶ As of April 2013, 83 faculty have completed the ten Cornerstone Instructor Training Modules.
- ▶ 47 staff and administrators have completed five required Staff/Administrator modules.
- ▶ **All departments are encouraged to set training completion goals in the 2012-2014 Unit Plans.**



Summer QEP Training, June 27 & 28

▶ **June 27**

- ▶ 9:00-12:00: Keynote Speech and Workshop “Supporting the First-Year Student: People, Places, Patience” by Harlan Cohen, a *New York Times* bestselling author of five books, a professional speaker, and nationally syndicated advice columnist.
- ▶ 12:00-1:00 Lunch
- ▶ 1:00-3:30: True Colors Workshop led by certified True Colors Facilitators and SLS 1515 Instructors, Dr. Rebecca Gubitti, Dr. Martin Tawil and Professor Whitney Rhyne.

▶ **June 28**

- ▶ 9:00-12:00: Keynote Speech and Workshop “*Developing First-Year Students Critical Thinking Skills: Metacognition is the Key!*” by **Dr. Sandra McGuire**, Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University.

Summer 2013 Course Sections

Campus	Sections	Enrollment
Lee	7	TBA
Collier	2	TBA
Charlotte	1	TBA
Hendry/Glades	1	TBA
College Total	11	TBA



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%
Fall 2012	30	15	50%	15	50%
Spring 2013	18	11	61%	7	39%



Thank you for your participation!

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

