

Academic Success Department Meeting Minutes

Monday, September 9, 2016

9:00 am – 10:00 am

AA-177

**Attendance:** Dr. Kelley Newhouse, Karen Maguire, Wanda Day, Heather Olson, Dr. Martin Tawil, Troy Tucker, Dr. Mary Ellen Schultz, Dr. Duke DiPofi, Scott VanSelow, Renee Hester, Dr. Mary Myers, Robert Olancin, and Dr. Kathy Clark. (8\_22\_SignInSheet)

Adjunct Faculty/Guests: Dr. Joseph Van Gaalen, Loretta Fritsche, Cleve (Vincent) Price, Cindy Campbell, Susan Potts, Sarah Dustin

\*Conversation Café

\*2016 Statute regarding selling back books

\*Nancy Costello email

\* Adjunct Faculty Mentoring Program (one-on-ones and observations)

\* Department Response to Dr. Stewart

\* Notification when leaving classroom, (Note on door)

\*Programming Committee, SLS1515 faculty involvement

\*Faculty Evaluations

\*Meeting of the Minds as COP?

\*Enrollment updates

\*Spring schedule

\*Early alert

\*Curriculum Committee Calendar

**I. Welcome**

- Dr. Clark and Professor Day welcomed everyone to the meeting.

**II. Conversation Café**

- Congratulations to Dr. Kelley Newhouse on completing her doctorate.
- Professor Olson commented on the great quality of the first journal assignments.

- Professor Day mentioned the great attendance. Many faculty are seeing the same.
  - Professor Day shared an email from a former student to an SLS1515 professor. The student mentioned how much Cornerstone helped, and that the transition to a university would not have been possible without it.
  - Dr. Clark is speaking at the School of Business Faculty Meeting today
  - Professor Day encourages everyone to tell their students on the Lee Campus to attend the Conversation Café. It is every Wednesday at 1 pm. Native English speakers are welcome!
- III. 2016 Statute regarding selling back books**
- Faculty cannot sell back books that are provided by the publisher.
- IV. Nancy Costello**
- Professor Costello is setting aside every Wednesday to be available for student visits. This will be extremely valuable to students who are interested in the Health Professions
- V. Adjunct Faculty Mentoring Program (one-on-ones and observations)**
- Contact your mentee first
  - Provide classroom observation
  - Meet 1-1 afterward
  - Keep in monthly contact
  - Help with ePortfolio if needed (Due in February through Canvas)
- VI. Department Response to Dr. Stewart**  
The results were tabulated and will be presented at the Faculty Senate meeting
- VII. Academic Advising**
- Students will have an assigned advisor. They will be able to set appointments through the portal
  - IT is not ready. Planned roll out 9/23
- VIII. Sign on Door**
- If you move your class, please put a sign on the door. Please leave other professors' signs up.
- IX. Programming Committee – Student Engagement**
- The committee has been restructured. Christina Vasquez Seado now heads the committee. Please let Dr. Clark know if you would like to serve on the committee. Faculty are concerned about communication and having the event dates well in advance. It is hard to plan without the dates.
- X. Faculty Evaluations**
- Dr. Clark provided copies of the Evaluation Handbook. It is also available on the Document Manager.
  - Observations are optional.
  - Dr. Clark is happy to meet with faculty to discuss the Declaration of Weights form (due 9/23).
- XI. Community of Practice/Meeting of the Minds**
- Professor Day suggested the faculty attend the General Education Meeting of the Minds as the department's Community of Practice. Faculty will attend this month and decide if we should continue attending. It is optional.
- XII. Enrollment updates**
- Enrollment is up. Continuing Enrollment is up 3.3%; Enrollment for students who were not enrolled in spring but enrolled in fall is up 3.9%

- Reading increased from 209 (Fall 2015) to 240 (Fall 2016)
- EAP increased from 116 (Fall 2015) to 133 (Fall 2016)
- SLS1515 has 120 sections. Dr. Clark thanked the full time faculty for increasing their maximum class size.

**XIII. Spring Schedule**

- There will be fewer sections than fall. This is a historical trend.
- Full time faculty have seniority in selecting sections
- Level II Advisors will be teaching at least 1 cornerstone class per year

**XIV. Early Alert**

- There were some issues with the Early Alert form; The class sections were mixed up.
- Please use the Early Alert to retain students
- If you are having issues, send the names to Susan Potts on Lee, Dr. Gilfert on Charlotte, and Gail Murphy on Collier

The meeting concluded at 10:00 am

Minutes submitted by Dr. Mary Myers

**BREAKOUT – SLS Faculty (10 am – 11 am)**

**I. Curriculum Committee Calendar**

- Does a blended model need to go through Curriculum? (No)
- Blended Model of SLS1515: Dr. Tawil would like to lead a committee to explore this modality. Dr. Newhouse and Dr. Myers volunteered
- Is a D term feasible with a late start? Faculty feel it would not help students.

**II. Online SLS1515**

- The criteria revision for enrolling in the online SLS1515 was sent to all advisors

**III. Joseph Van Gaalen and Scott Vanselow**

- Presented the assessment data. The QEP data shows that the graduation rate is higher for students who have completed SLS1515 than for those who have not. Term to term retention is also higher for students who have completed SLS1515 versus First Time in College (FTIC) students who did not complete it. The spring 2016 student focus groups had positive comments regarding the class. A few comments are listed below:
- Fun, informational, helpful because it helped you learn the campus and the workshops were good
- I didn't think I'd like GPS (Go Picture Scribe Assignment) but really loved it, particularly the scavenger hunt and holocaust week
- *Have you applied strategies or skills that you learned in SLS 1515 in other classes? How?*  
- Yes, time management. It helped me in other classes improve my grade.

**IV. Presented two findings from the CCSSE-CCFSSE Report regarding student perception of Faculty Feedback.**

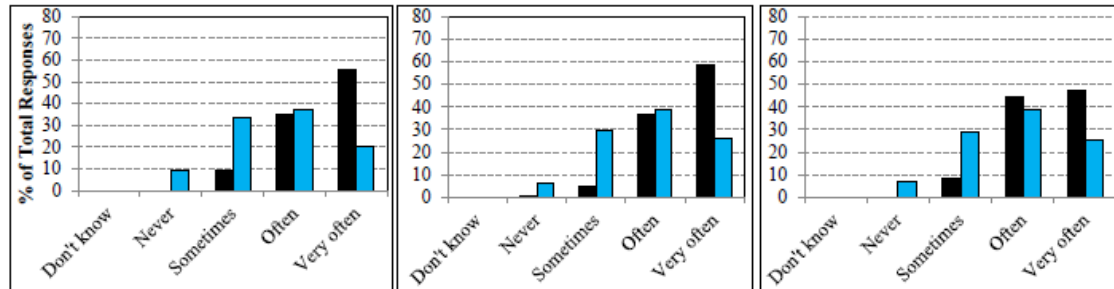


Figure 8. Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance? Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

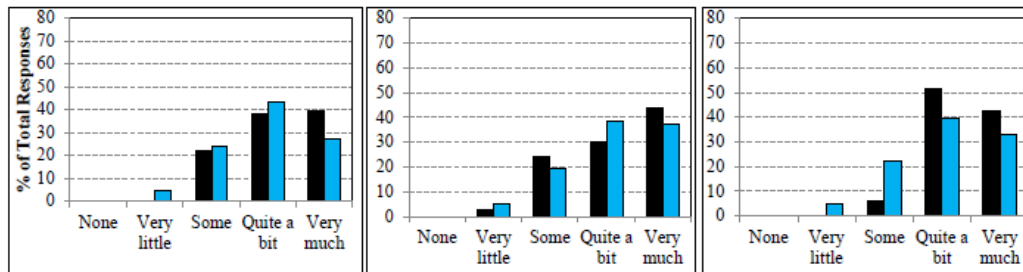


Figure 11. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

**V. TypeFocus**

- The TypeFocus activity is for the advising visits. It is optional

**VI. Canvas**

- The wording for the CT Journal instructions should be corrected. It is 250-word minimum for the entire prompt.

**BREAKOUT – Reading Faculty (10 am – 11 am)**

- Discussed all the problems we have had with students failing the Pert and then passing the pretest. Our Bypass route did not work as over 30 students then needed to be placed into Comp 1 classes at the last minute.
- Discussed having the Testing Center give the Reading Diagnostic Pre-Test to students who fail the PERT before classes start in order to give them the opportunity to bypass before classes start.
- Discussed changing the Bypass completion route, as neither Developmental Writing nor Developmental Math are using one any more.
- Compared differences between the old REA0007 and REA0017 courses and the new REA0019. Completion and Success rates between the old and the new courses were almost the same

date 9-9-16

project Dept. Mtg.

page

Full time

Kelly Newhouse

Kathy Clark

MESchultz

WS Day

Heather Olson

Scott Vanselow

Renee Hester

Troy Tuffin

Robert Olancin

Martin Tawil

Mary Myers

Luca DiPa

Karen Maguire

Adjunct/Visitors

Loretta Fritsche

Cleve (Vincent) Price

Cindy Campbell

Susan Potts

Sarah Pustin

task list:





**What is it?**

**Conversation**

**café provides a place for international & domestic students to share/discuss tradition and culture.**



**LEARN**

**INTERACT**

**DISCUSS**

**Faculty & Staff  
Are Also Invited**

**Come to L-105**

**Every Wednesday at 1:00pm**

**\*\*\*\*\*Starting on 1/27/16\*\*\***

**JOIN THE FUN CONVERSATIONS!**

**Refreshments  
will be served.**

Florida Southwestern State College is committed to providing an educational and working environment free from discrimination and harassment. All programs, activities, employments and facilities of Florida Southwestern State College are available to all on a nondiscriminatory basis, without regard to race, sex, age, color, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information or veteran's status. The college is an equal access/ equal opportunity institution. Questions pertaining to education equity, equal access or equal opportunity should be addressed to title IX/ Equity Officer, Florida Southwestern State College, 8099 College Parkway, Fort Myers, FL 33919. (239)-489-9051

# Faculty Evaluation Plan

## Handbook

Part I: Annual Evaluations

**FLORIDA**  
**SOUTHWESTERN**  
STATE COLLEGE



## Introduction and Purpose

The primary purpose of faculty evaluation at Florida SouthWestern State College is to promote individual and institutional continuous-improvement. The College recognizes the need for a consistent system for evaluating its faculty. However, the College also acknowledges the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, recognizes that progress may occur in many directions, and asserts that many types of activities make valuable contributions to the College's success and growth. Hence, the underlying philosophy of this Faculty Evaluation Plan (FEP) is that evaluation of faculty performance is a complex process that should promote equity and consistency for all individuals. The FEP is designed to enhance faculty development, while also promoting the mission of Florida SouthWestern State College and its need for continuous improvement.

The faculty evaluation process is intended to encourage and support professional development, promote personal reflection and self-assessment, planning and establishing goals, and experimentation on the part of each faculty member. It also provides a positive environment and collegial context for review of teaching purposes, strategies, and materials.

The Administration shall not assign any portion of the Faculty Performance Evaluation of faculty members to other members of the bargaining unit. However, the faculty member has the option (Faculty Evaluation Procedure – D Observation) to request another faculty member, or another administrator (i.e. department chair, associate dean, etc.) to conduct a classroom observation.

Student Opinion Survey are intended to provide constructive feedback to faculty members to aid in personal and professional improvement.

## Timeline

The faculty evaluations period is the calendar year (spring/fall). **Annual contract faculty will be evaluated by their immediate supervisor once each academic year.** Continuing contract faculty **will complete a self-evaluation and goal setting form once each academic year** but will not go through a formal evaluation until they are up for post-continuing contract review, which occurs every five years.

For the spring 2016 and fall 2017, the evaluation will take place in the spring of 2017. Faculty will complete the goal setting form in the fall of 2016 and submit their assignment of weights to their immediate supervisor according to the published timeline. In the spring of 2017, annual contract faculty will be formally evaluated by their supervisor based on the goals and weights submitted in fall 2016. Continuing contract faculty will review their goal setting sheet for 2016 and prepare their goals for 2017 but will not go through a formal evaluation unless they are up for a post-continuing contract review.



## Evaluation Criteria

The overall Faculty Evaluation Process is used for evaluation of instructional faculty, and librarians and shall result in a determination of “Exceeds Standards,” “Meets Standards,” “Needs Improvement”.

Because of the great diversity in possible approaches to the art of teaching, the FEP, while maintaining a consistent process of evaluation, allows some flexibility for the faculty member.

The process supports a multi-source faculty evaluation system, which includes **self-evaluation, student surveys and supervisor evaluation**. The system allows the faculty member to determine, within established ranges, the weights of these evaluations in determining the faculty member’s overall evaluation.

For first year faculty, the weights will be discussed between the Academic Dean/Supervising Administrator at the start of their employment. This need for flexibility is also reflected in the Evaluation of Service and the Evaluation of Professional Development and Scholarship. Faculty members may select from a wide range of activities in which to participate each year.

No anonymous information or statements shall be used or included in the evaluation process except as may be provided in Appendix B, Student Opinion Survey (SOS). This shall include any statement or document that cannot be identified sufficiently to be challenged or verified. However, such information may be used to initiate further investigation.

## Components of the Plan

The supervisor shall use and provide evidence supporting a bargaining unit member’s performance in the following areas.

### TEACHING AND INSTRUCTION

- **Classroom Performance and Student Success** includes those technical skills in designing, sequencing, and presenting experiences which induce learning. Instructional. Evidence for self-evaluation must include discussion of SOS and Student Success data. See the professional development website and/or the faculty handbook for a list of suggested activities to include as evidence in this section.
- **Material Preparation and Relevancy** relates to the planning that is included in course creation and delivery. This includes, but is not limited to, syllabi, classroom materials, Power Points, quizzes, innovative assignments and assessments. See the professional development website and/or the faculty handbook for a more complete list of activities that would support the self-evaluation in this section.

- **Record Keeping and Instructional Management** refers to daily housekeeping chores such as submitting grades on time, providing timely feedback to students through rubrics and comments, answering emails and phone requests in a timely fashion.

### PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP

Professional Development is defined as those activities of a faculty member in his or her formally recognized area of expertise which contribute to the:

- Development of new knowledge or skill,
- Dissemination of knowledge in the professional community, and
- The development of personal professional skills and standing.

### SERVICE TO THE COLLEGE, PROFESSION, OR COMMUNITY

- College Service includes any college-related activities, other than teaching and professional development that promote the goals and objectives of the College.
- Community Service is defined as the application of a faculty member's recognized area of academic expertise in the community. Community service is evaluated when possible by the importance of contributions made, by how demanding activities were and by how well objectives were achieved.
- Professional Service refers to service to the profession.

## Sources of Data

The supervisor shall document and use multiple sources of data to complete the evaluation which may include, but are not limited to those described here. Such records shall become part of the academic performance evaluation of the employee's performance and shall be considered limited-access records as provided in applicable Florida Statutes.

- The faculty member's self-evaluation regarding completion of the previous year's goals and accomplishments during the evaluation period.
- The supervisor's narrative and evaluation of the faculty member's performance in meeting standards and expectations in areas of responsibility including student success, (i.e. student retention and completion, program reviews, and program quality indicators when applicable).
- Results of the student perception of instruction surveys (instructional faculty only) collected in all course sections taught by the faculty member and/or other appropriate evaluative surveys.
- Cumulative record of professional development activities completed during the evaluation period.



## Faculty Evaluation Procedure

**Faculty Self-Assessment and Goals** - During the Spring Semester of each academic year each full-time faculty will complete the Faculty Self-Assessment and Goals form and deliver it to the appropriate Academic Dean/Supervising Administrator according to the timeline in the contract. For the 2016-2017 academic year, this form will be filled out in the fall for the 2016-2017 academic year. In the spring of 2017, faculty will fill in the form for the 2017-2018 academic year. After Spring 2017, the form will always be filled out in the spring along with the self-assessment and goals form. For annual faculty this will be completed after the evaluation conference with the supervising administration.

**Declaration of Weights** (all faculty) - As a part of the evaluation process, the faculty member should specify a weight for each of the three areas of evaluation in Form #1. For any given academic year, the sum of these weights must equal 100%. Faculty members may discuss their area weights with the supervisor at any time before making a final determination. This will document a continuous quality improvement process on an annual basis. For first year faculty, the weights will be discussed between the Academic Dean/Supervising Administrator at the start of their employment.

**Pre-Evaluation Conference** (optional for continuing contract faculty) - During the Spring Semester of each academic year (starting in 2017) the supervising administrator may meet with the faculty member to discuss the faculty member's goals, departmental needs, administrative expectations, and professional development possibilities for the year. The dean may assist the faculty member in determining goals and funding if necessary. A signed copy of the goals will be kept in the department or division office until the Spring Post-Evaluation meeting. The goals may be modified during the year with the approval of the supervising administrator. **For 2016, the goal sheet will be submitted in the fall.**

**Observation** - Classroom observations, as part of this evaluation process, **are optional** for annual and continuing contract faculty. If the faculty member wants to be observed by the supervising administrator the faculty member and supervising administrator shall mutually agree to a class, date, and time for the supervising administrator to formally observe one class session each academic year. The formal observation should ideally occur during a class session where active learning and student participation is expected. If the faculty member would prefer a peer evaluation, the same process will be followed with a continuing contract faculty member completing the observation rather than the supervisor.

**Student Opinion Surveys** - Once each academic year all instructional faculty members will administer Student Opinion surveys by students in a least five classes in accordance with published guidelines in the Appendix B. Surveys will be completed online provided that safeguards shall be in place to ensure that student surveys shall be anonymous, no students shall generate more than one survey per class, every student who completes the section is permitted to complete a survey, and no student who has withdrawn from a section shall complete a survey for that section. Library and counseling faculty evaluations may use different instruments to best evaluate their job duties.

- Faculty may elect to administer the SOS during the fall and spring semesters so that a cross-section of the classes may be surveyed.
- Surveys shall be conducted no sooner than the ninth (9th) week and no later than the end of the fourteenth (14th) week of the semester. Alternative arrangements will be made for less than a 15 week term and summer courses.
- The College will generate a summary report of all surveys and student written comments completed for each section for each faculty member for use in institutional effectiveness and determining trends.

**Supervisor's Evaluation** - The supervisor will review the multiple sources of data listed and complete the Supervisor's Evaluation Form (Form 2) for all annual contract faculty.

The supervisor's evaluation shall include a **narrative discussing the faculty member's performance in meeting the standards and expectations in areas of responsibility as observed by the supervisor.**

In completing the Narrative portion of the evaluation, the faculty member's supervising administrator shall ensure the following is documented on the form:

- Notification to the faculty member as to areas in which he or she is excelling.
- Notification to the faculty member if deficiencies exist that require correction,
- An explanation of any deficiencies as noted and the expected improvement,
- If deficiencies are noted, the assistance that the Administration will provide to enable the faculty member to improve performance, and
- The timeframe established to demonstrate improvements.

**Post-Evaluation Conference** - Prior to the end of the Spring Semester (per faculty evaluation guidelines), the supervising administrator will meet with each annual contract faculty member assigned to the instructional unit to discuss the overall evaluation.

**Faculty Response (optional)** - The faculty member may add written comments to the evaluation form and will sign the form to verify the discussion.

- If an unresolved issue remains after the discussion, the faculty member has ten (10) contracted duty days to provide a written statement to the supervising administrator outlining the concerns and suggesting adjustments to the evaluation.
- The supervising administrator will respond in writing within ten (10) duty days of the receipt of the statement.



Faculty have the right to appeal an evaluation as described in the Collective Bargaining Agreement.

## Portfolio Comprehensive Evaluation

**Every five years, all faculty are required to complete a portfolio evaluation. The portfolio is part of the process for the granting of continuing contract for annual contract faculty and as a post continuing contract review for continuing contract faculty. This process will be outlined in Part II of this handbook.**

## Standard of Performance Rating Scale

**This scale will be used by the faculty member for the self-evaluation and by the supervising administrator for the annual performance evaluation.**

RATING	PERFORMANCE STANDARD	EXPLANATION
3	Exceeds Expectations	An exceeds expectations rating is demonstrated by performance levels that are recognized as going above and beyond the acceptable standards compared to other professional faculty within the department.
2	Meets Expectations	Meets expectations performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the department.
1	Needs Improvement	A needs improvement rating is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the department.

## Summary of Changes

1. Annual faculty members no longer need to present a portfolio **until they are up for continuing contract at the end of their fifth year of employment.** Faculty will still be evaluated annually by the supervising administrator according to the areas set forth in this document. Faculty will complete a self-evaluation rating themselves in each of the areas of the evaluation. In lieu of providing artifacts in a portfolio, faculty will write a narrative outlining their achievements in each of the areas. They will also address the goals they set and how successful they were in achieving those goals. These forms should be maintained electronically for five years and incorporated into the Continuing Contract Portfolio Evaluation process.
2. Faculty on continuing contract will need to fill out the goal setting and self-evaluation form each spring but do not need to meet with the supervising administrator for a formal evaluation. Every five years, CC faculty will be required to complete a comprehensive portfolio evaluation as part of the post CC review process.
3. The LOG is no longer required but may be included as a goal if the faculty member thinks it is appropriate.
4. Classroom observations are no longer required for any faculty member. A faculty member may choose to have the supervisor or a peer (on CC) complete an observation if appropriate.

## AY 2016-2017 Faculty Evaluation Timeline

9/9/2016	Faculty Evaluation Status email to Deans, Coordinators, Program Directors	Human Resources
9/16/2016	Email communication to faculty regarding portfolio status and dates for completion	Academic Deans
9/23/2016	Goals and Declaration of Weights due to Dean*	Faculty (all)
9/26/2016-10/14/2016	Conferences held for all Annual Faculty and Continuing Contract Faculty Undergoing Comprehensive Review	Deans/Faculty
9/28/2016-10/7/2016	SOS Instrument Electronic Window Open for Student Evaluation of Instruction (term A only)	Academic Assessment
11/21/2016-11/30/2016	SOS Instrument Electronic Window Open for Student Evaluation of Instruction (terms B,C,D)	Academic Assessment
12/20/2016	SOS Data Available to Faculty	Academic Assessment
1/9/2017	Portfolio Deadline Reminder Email Sent to Faculty	Academic Deans
1/16/2017	Fall Student Success Data Available for Faculty/Deans	Institutional Research
1/16/2017	Updated List of Faculty Level and Salary Information Sent to Deans	Human Resources
2/13/2017	Faculty Evaluation Documents Completed and Submitted to Dean	Faculty
3/13/2017-3/20/2017	Faculty Evaluation Conferences Dean/Faculty	Deans
3/27/2017	Deadline for faculty to receive <u>written</u> evaluation. (Faculty member will have a maximum of 10 working days, <u>from receiving the written recommendation</u> , to review the evaluation prior to finalizing and signing the evaluation)	Deans
4/10/2017	All Evaluation Documents Due to Provost	Deans
4/12/2017	All Evaluation Materials and Contract Recommendations Due in Human Resources	Provost
4/25/2017	Board of Trustees Meeting	
5/1/2017-5/5/2017	Contracts Distributed to Faculty	Human Resources
5/10/2017	Deadline for Letter of Intent/Contract Returned to Human Resources	Faculty

\*In AY 2017-2018 and going forward Goals and Declaration of Weight will be submitted at the conclusion of the evaluation process. In the spring of 2017, faculty will fill in the form for the 2017-2018 academic year. After Spring 2017, the form will always be filled out in the spring

along with the self-assessment and goals form. For annual faculty this will be completed after the evaluation conference with the supervising administration.

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## Adjunct Faculty Classroom Observation Form

Name of Instructor: \_\_\_\_\_

Name of Dean/Chair/Adjunct Faculty Mentor: \_\_\_\_\_

Course Prefix and Number: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

**S = Strength, ME= Meets Expectations, IO = Improvement Opportunity**

Criteria	S	ME	IO
Instructor appears well prepared and has all necessary teaching materials, equipment, and visual aids			

Comments:

Instructor demonstrates a depth of knowledge of subject and material			
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Comments:

Instructor holds the attention of the students and uses class time productively			
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Comments:

Instructor presents material in a logical and understandable sequence			
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Comments:

Instructor uses relevant examples or illustrations which add clarity to subject material			
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Comments:

S = Strength, ME= Meets Expectations, IO = Improvement Opportunity

Criteria	S	ME	IO
Instructor uses challenging questions or problems to explore course material			

Comments:

Instructor encourages student engagement through questioning techniques and discussion			
--	--	--	--

Comments:

Instructor fosters an atmosphere of respect and constructive exchange of ideas			
--	--	--	--

Comments:

If observed during class meeting; the instructor appropriately manages potential or actual disruptive behavior (leave blank if no disruptive behavior observed)			
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Comments:

**Additional Comments or Suggestions:**

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Instructor's Signature

Date

Observer's Signature

Date

# Adjunct Faculty Classroom Observation Form

Name of Instructor: \_\_\_\_\_

Name of Dean/Chair/Adjunct Faculty Mentor: \_\_\_\_\_

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---	--	--	--

Comments:

**Additional Comments or Suggestions:**

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\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date



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Comments:

**Additional Comments or Suggestions:**

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Instructor's Signature

Date

Observer's Signature

Date

<i>SLS 1515 Section Count</i>						
	<b>Charlotte</b>	<b>Collier</b>	<b>Hendry/ Glades</b>	<b>Lee</b>	<b>FSW Online</b>	<b>College Total</b>
<b>Fall 2012</b>	3	6	1	20	~	30
<b>Spring 2013</b>	1	4	1	11	~	17
<b>Summer 2013</b>	1	2	1	7	~	11
<b>Fall 2013</b>	5	13	2	34	~	54
<b>Spring 2014</b>	4	10	2	20	~	36
<b>Summer 2014</b>	1	3	1	8	~	13
<b>Fall 2014</b>	9	26	5	68	~	108
<b>Spring 2015</b>	6	15	2	35	~	58
<b>Summer 2015</b>	1	6	0	12	~	19
<b>Fall 2015</b>	10	26	5	67	1	109
<b>Spring 2016</b>	6	15	2	38	1	62
<b>Summer 2016</b>	2	6	1	17	0	26
<b>Fall 2016</b>	11	24	5	78	2	120

<b><i>SLS 1515 Enrollment</i></b>						
	<b>Charlotte</b>	<b>Collier</b>	<b>Hendry/ Glades</b>	<b>Lee</b>	<b>FSW Online</b>	<b>College Total</b>
<b>Fall 2012</b>	43	124	15	430	~	612
<b>Spring 2013</b>	29	64	19	191	~	303
<b>Summer 2013</b>	13	30	19	138	~	200
<b>Fall 2013</b>	113	347	52	902	~	1414
<b>Spring 2014</b>	74	157	40	379	~	650
<b>Summer 2014</b>	9	54	11	160	~	234
<b>Fall 2014</b>	210	608	94	1619	~	2531
<b>Spring 2015</b>	117	261	35	713	~	1126
<b>Summer 2015</b>	19	118	0	274	~	411
<b>Fall 2015</b>	241	681	129	1766	24	2841
<b>Spring 2016</b>	108	308	34	850	26	1326
<b>Summer 2016</b>	34	122	5	301	0	462
<b>Fall 2016</b>	307	671	130	2098	52	3258

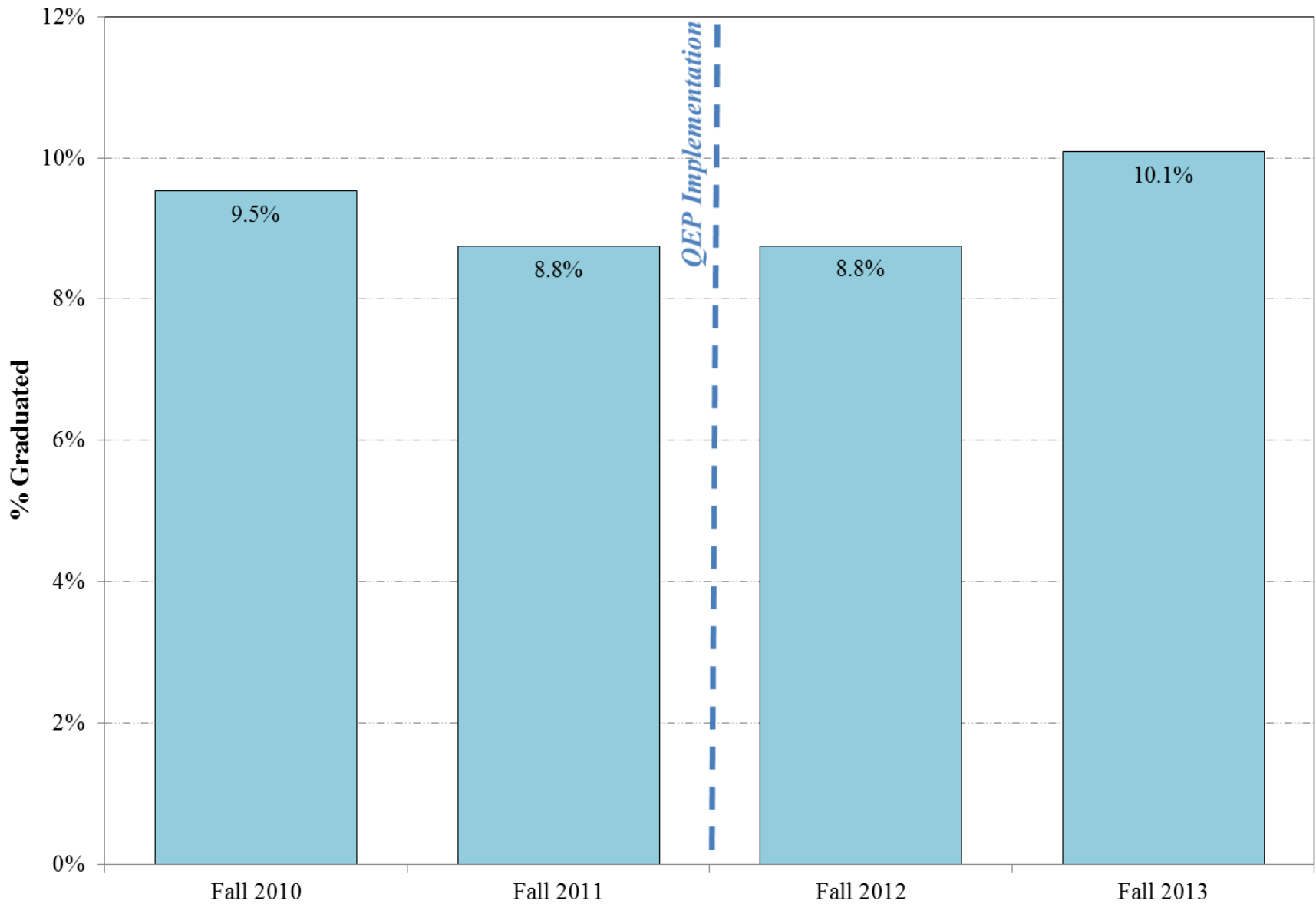
# QEP Assessment Subcommittee Updates

September 9, 2016

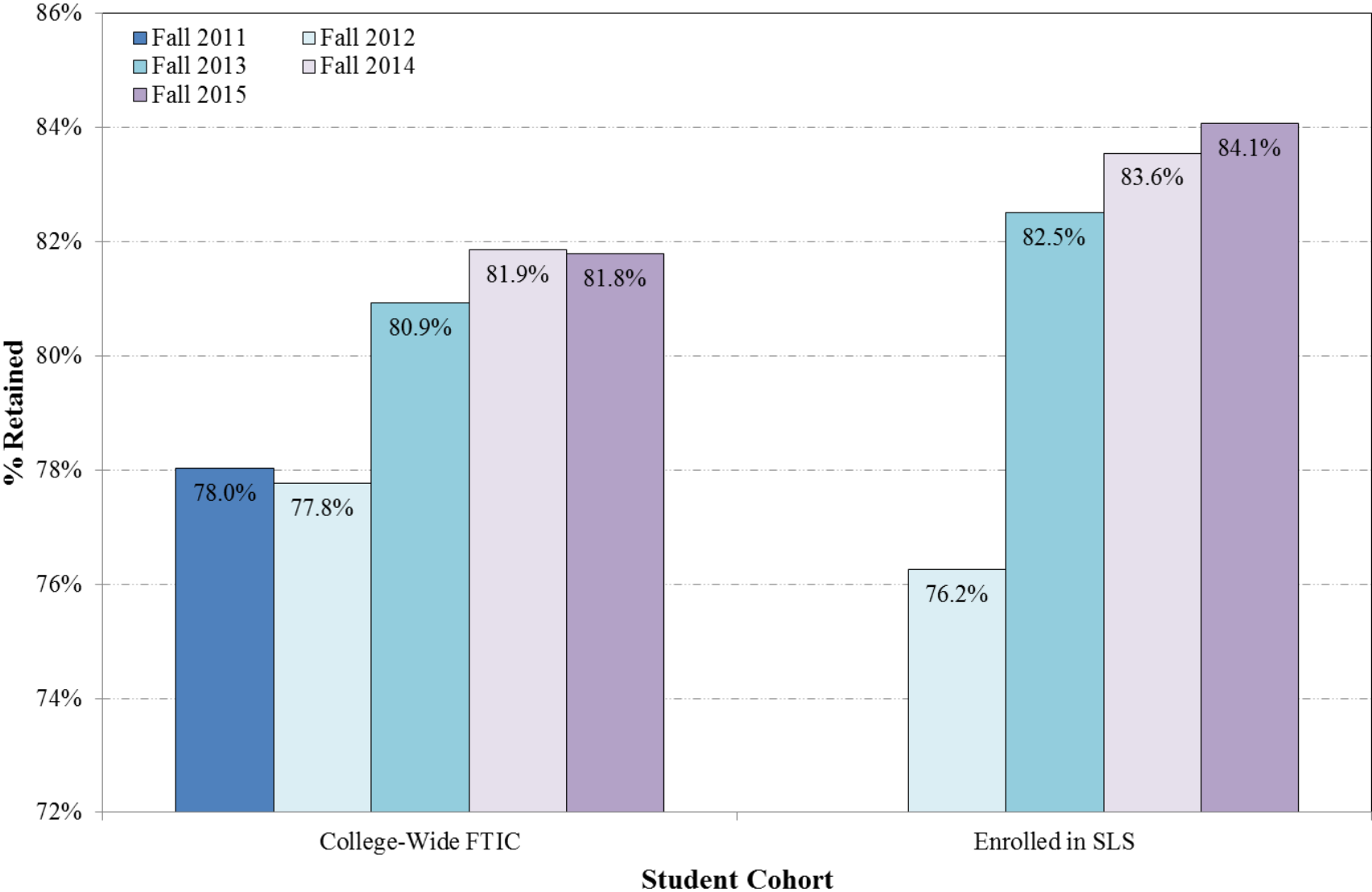




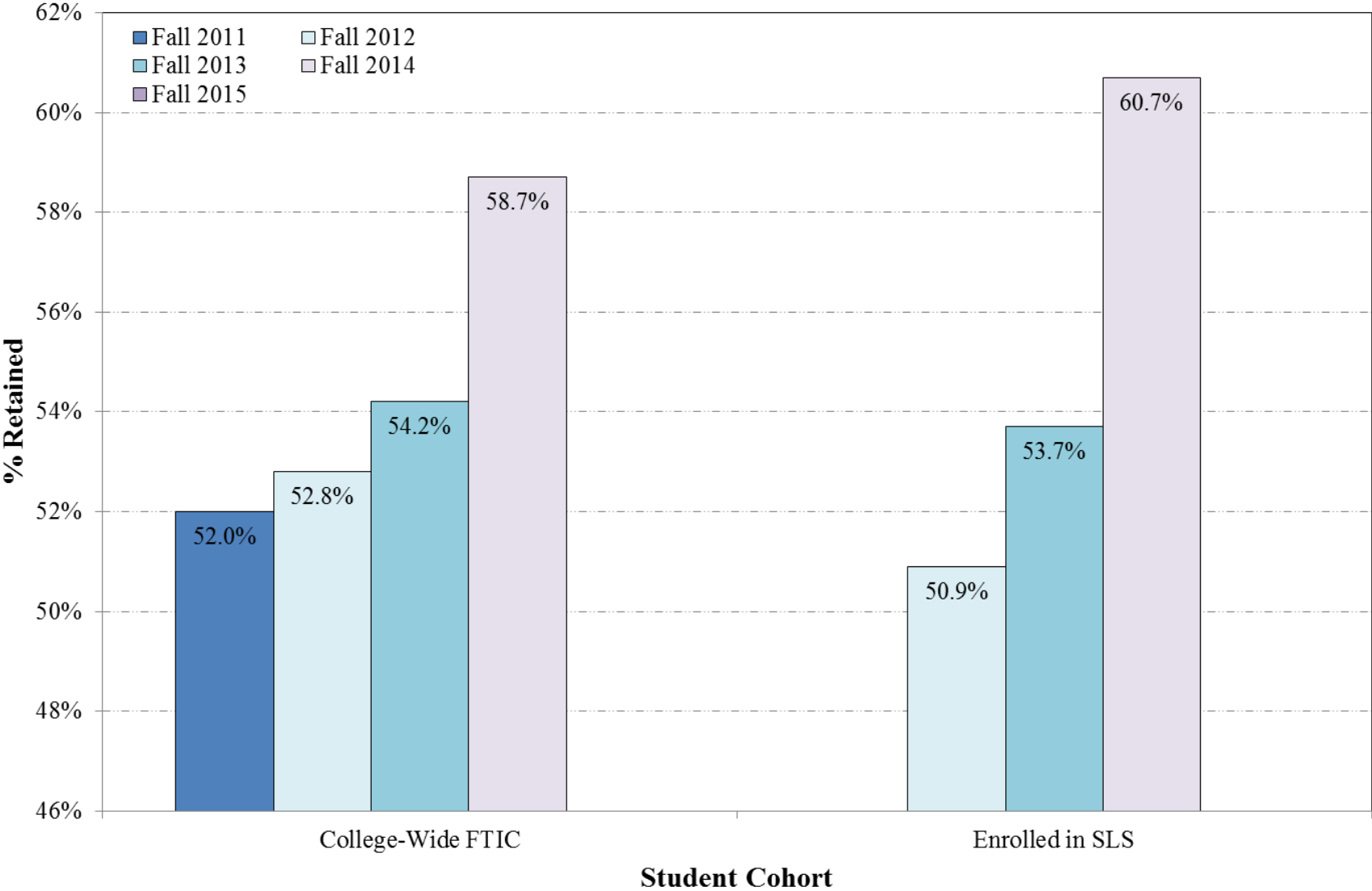
## 150% Graduation Rate based on FTIC term



## Term-to-Term Retention Rates (Fall-to-Spring) Comparison of SLS Enrolled with College-Wide FTIC



## Year-to-Year Retention Rates (Fall-to-Spring) Comparison of SLS Enrolled with College-Wide FTIC



# Spring 2016 Focus Group Results

*(The single most common response)*

- Tell us about your experience in SLS 1515 (Cornerstone Experience) course.
  - Fun, informational, helpful because it helped you learn the campus and the workshops were good
- Which aspects of the SLS 1515 (Cornerstone Experience) course are you most satisfied with?
  - I didn't think I'd like GPS but really loved it, particularly the scavenger hunt and holocaust week
- Which course assignments were most useful to you? Why?
  - GPS because we get out to see stuff; used the success centers because of this assignment.
- Have you applied strategies or skills that you learned in SLS 1515 in other classes? How?
  - Yes, time management. It helped me in other classes improve my grade.



# Spring 2016 Focus Group Results

*(The single most common response)*

- Which assignments were least useful or least challenging to you? Why?
  - GPS because of scheduling issues (GPS on Friday nights?)
- Did this course help you meet college-level expectations? If so, explain or give examples of how.
  - Yes, the note taking was helpful for reading.
- How would you improve this course?
  - Resume writing; Job searching; Bills/financial aid details
- What in this class, or in the college, if anything, kept you going (helped you persist) through the semester?
  - Positive environment from the professor (it opened my eyes to time requirements for class)

*Vast majority (>75%), when prompted, agreed emails/notes of “Percentage complete, congrats” style messages would be well received and helpful*

# CCSSE-CCFSSE Report

## *Interesting Findings*

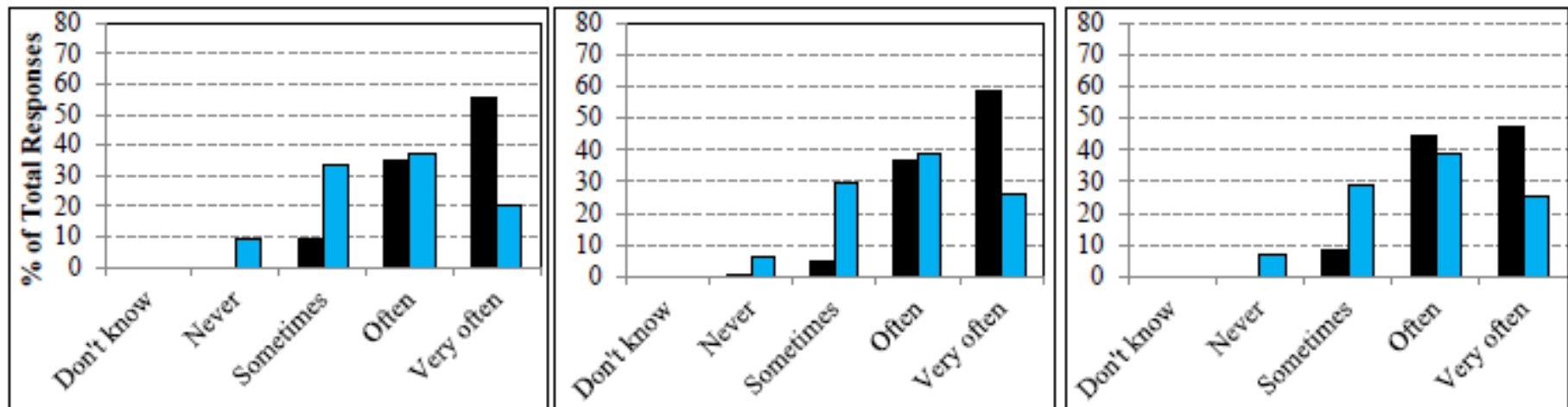


Figure 8. Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance? Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

# CCSSE-CCFSSE Report

## *Interesting Findings*

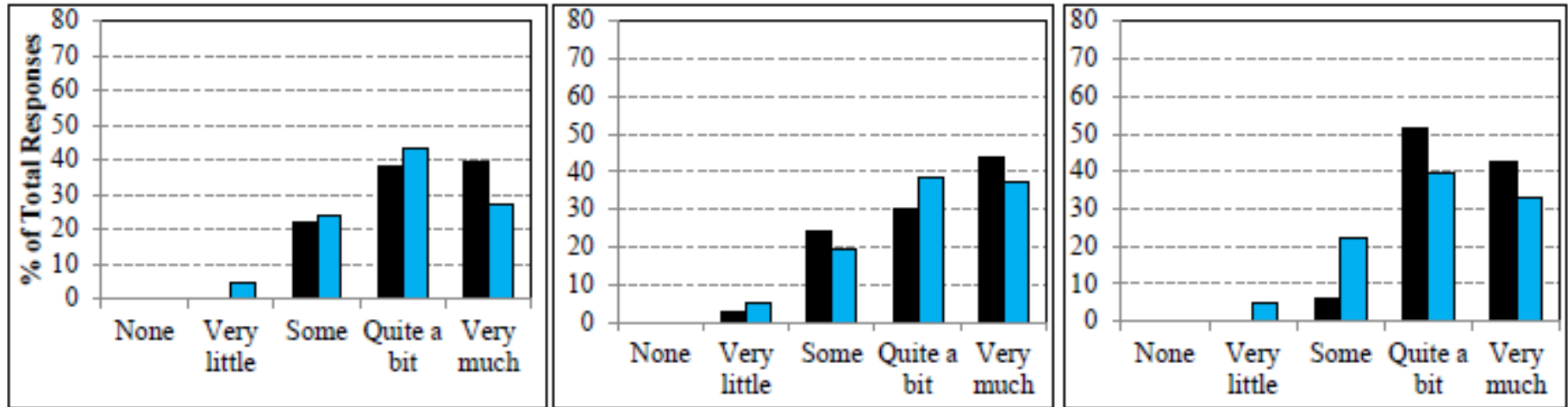


Figure 11. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)