

Edison State College's Quality Enhancement Plan (QEP)



**QEP Advisory Committee Meeting
February 2014**

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



Enrollment

SLS 1515 Enrollment

Semester

Campus	<u>*Spring 2012</u>		<u>*Summer 2012</u>		<u>Fall 2012</u>		<u>Spring 2013</u>		<u>Summer 2013</u>		<u>Fall 2013</u>		<u>Spring 2014</u>	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment
Charlotte	1	24	1	17	3	43	1	29	1	13	5	113	4	74
Collier	3	58	2	35	6	124	4	64	2	30	13	347	10	157
Hendry Glades	1	7	1	6	1	15	1	19	1	19	2	52	2	40
Lee	11	126	7	108	20	430	11	191	7	138	34	902	20	379
College Total	16	215	11	166	30	612	17	303	11	200	54	1414	36	650

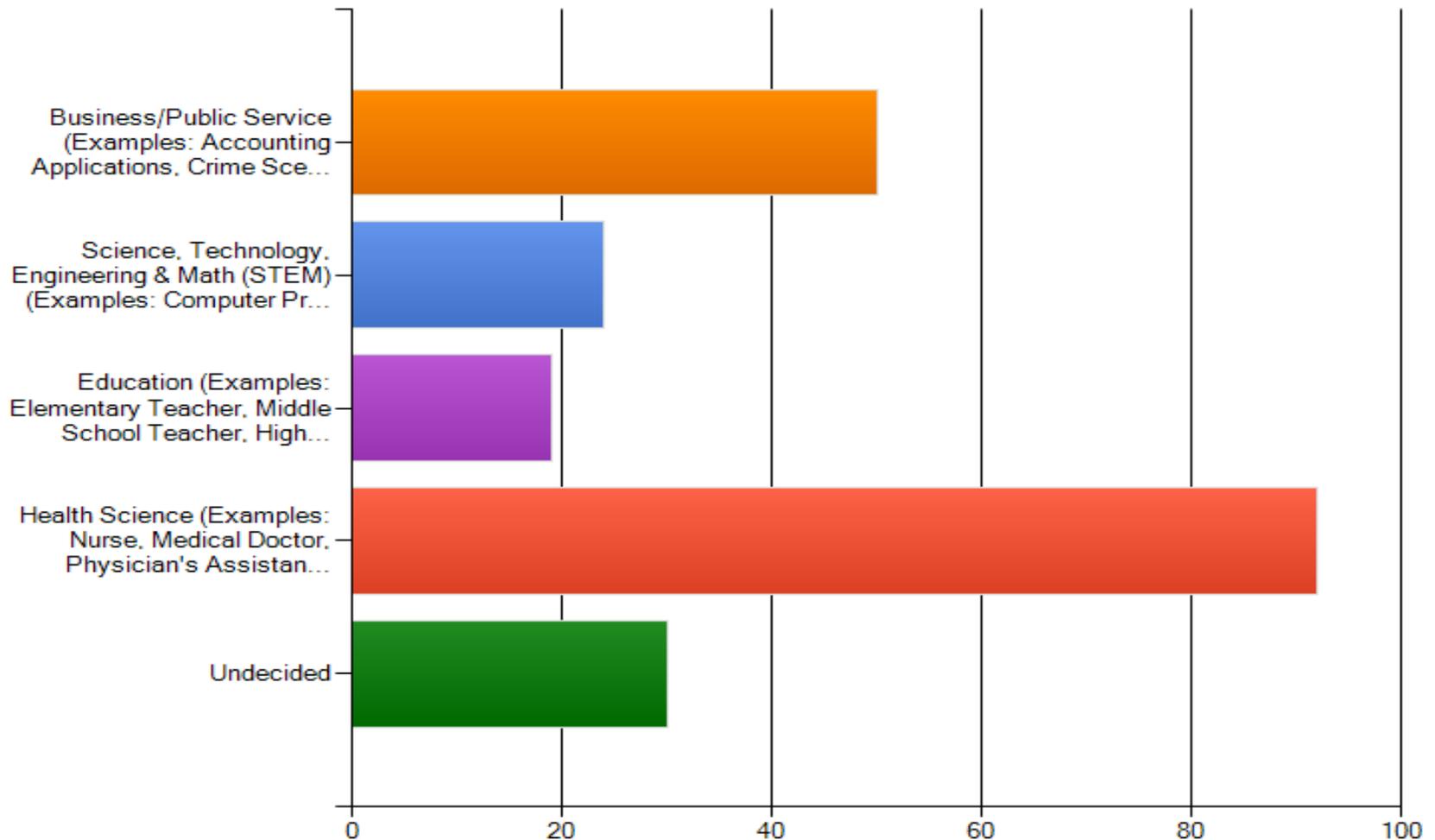
Section Coverage

<u>Fall 2012</u>			<u>Spring 2013</u>			<u>Summer 2013</u>			<u>Fall 2013</u>			<u>Spring 2014</u>		
Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff	Total # of Sections	# Taught by full-time faculty or staff	% Taught by full-time faculty or staff
30	15	50%	17	11	65%	11	2	18%	55	36	65%	37	31	84%



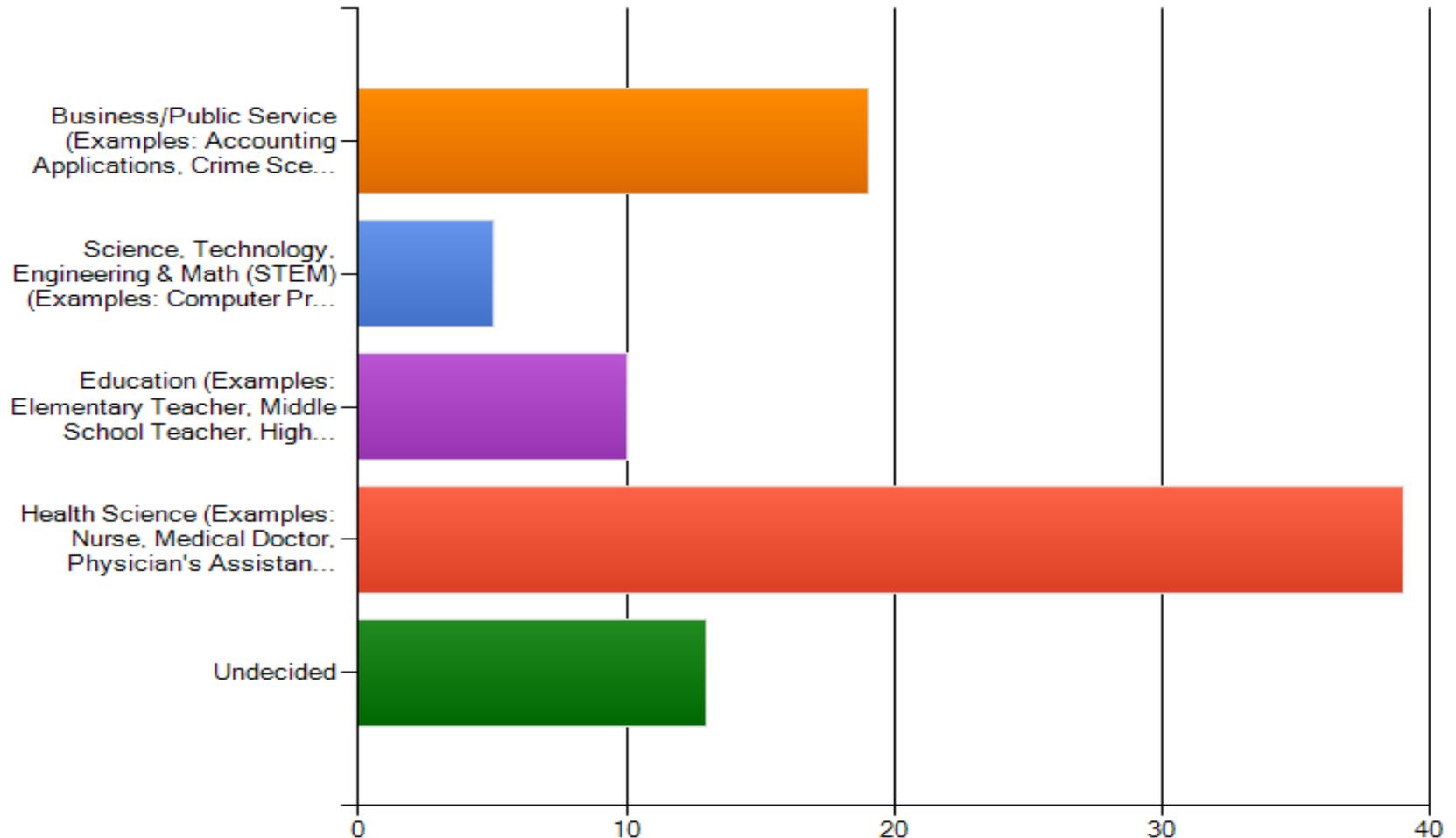
Career Interest Fall 2012

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



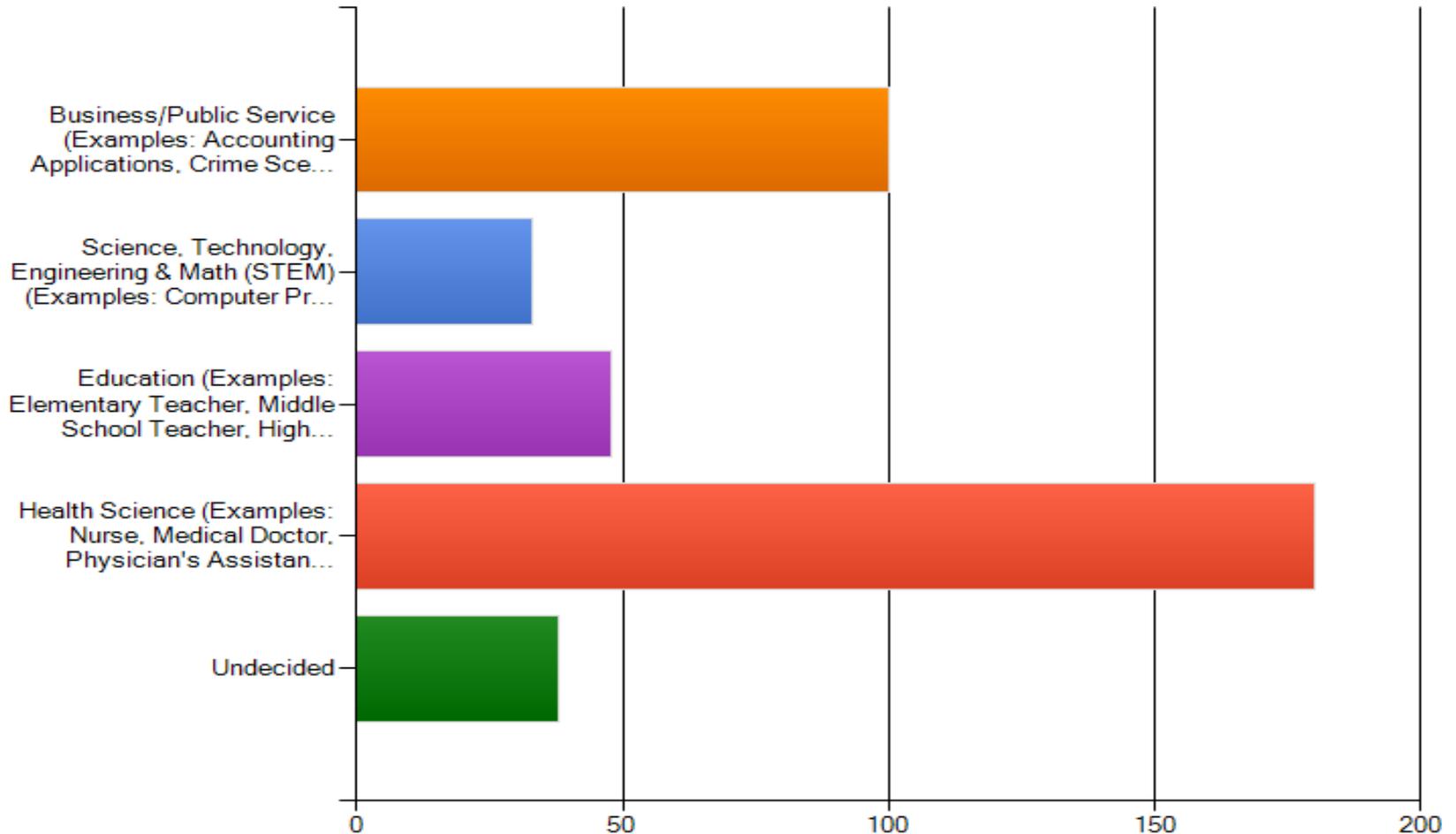
Career Interest Spring 2013

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



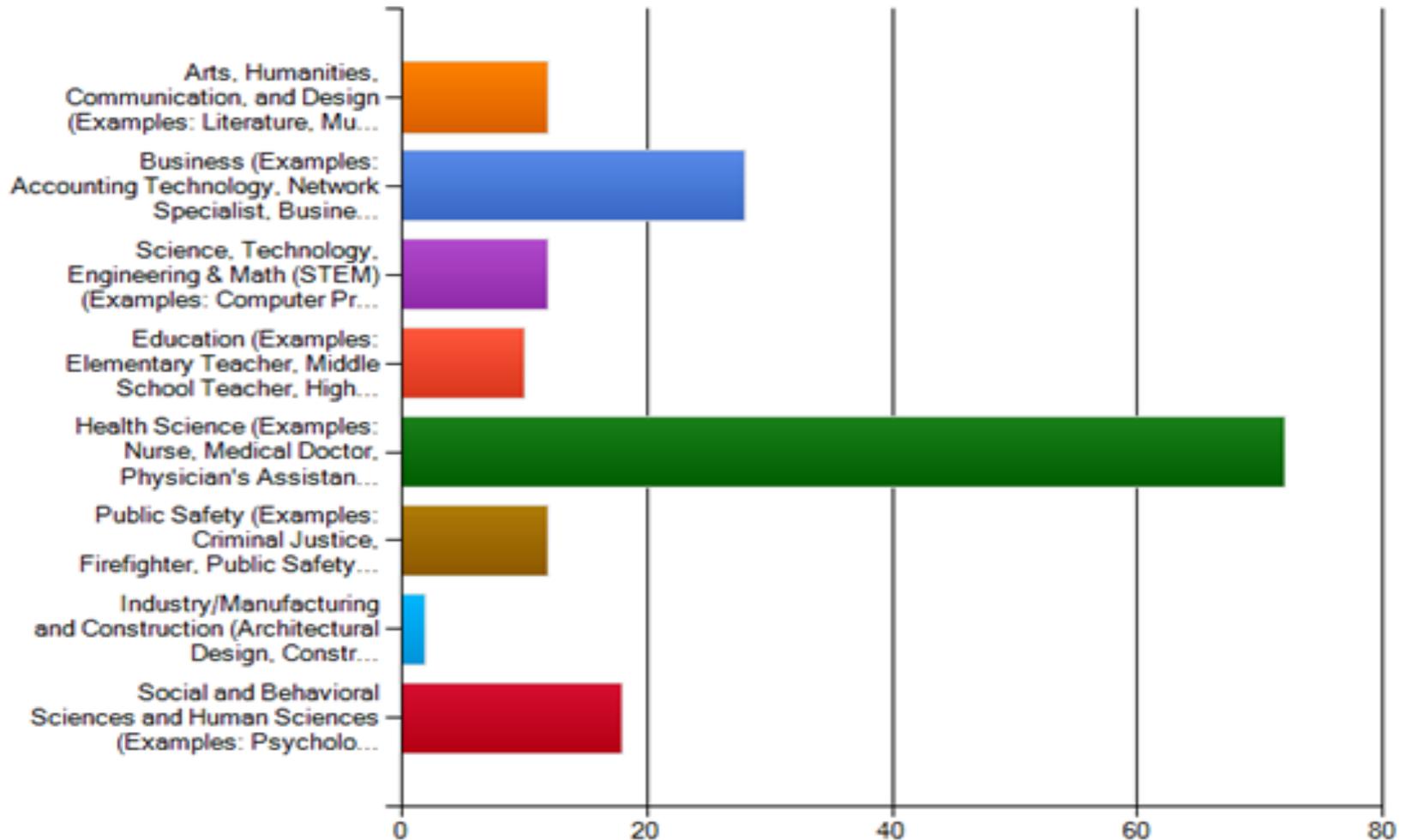
Career Interest Fall 2013

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



Career Interest Spring 2014

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



Critical Thinking Journal-Overall Means

SLS 1515 Overall Critical Thinking Means: Journal (with Standard Deviations in Parentheses)

Rubric Dimension	Overall Means			
	Fall 2012 N= 3999	Spring 2013 N=585	Summer 2013 N=463	Fall 2013 N=2823
Clarity	2.73 (0.70)	2.82 (0.75)	2.91 (0.68)	3.04 (0.71)
Accuracy	2.94 (0.64)	3.04 (0.73)	3.16 (0.60)	3.20 (0.69)
Relevance	3.03 (0.63)	3.14 (0.72)	3.24 (0.71)	3.37 (0.69)
Significance	2.92 (0.69)	3.06 (0.74)	3.21 (0.71)	3.26 (0.68)
Logic	3.00 (0.66)	3.09 (0.72)	3.20 (0.64)	3.26 (0.68)

Note. Values are on a 4-point scale.

Critical Thinking Journal-Achievement

SLS 1515 Critical Thinking Achievement by Rubric Dimension: Journal Assignment

Rubric Dimension	Percentage of Students Scoring "3" or higher			
	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Clarity	64.59%	66.50%	73.22%	79.24%
Accuracy	80.73%	80.51%	89.20%	86.22%
Relevance	85.37%	82.56%	86.39%	89.41%
Significance	75.79%	78.46%	85.31%	88.06%
Logic	82.70%	83.25%	88.34%	87.60%

Final Essay-Overall Means

SLS 1515 Overall Critical Thinking Means: Essay (with Standard Deviations in Parentheses)

Rubric Dimension	Overall Means By Semester (SD)			
	Fall 2012 N=332	Spring 2013 N=211	Summer 2013 N=145	Fall 2013 N=820
Clarity	2.77 (0.70)	3.12 (0.65)	2.97 (0.65)	3.13 (0.69)
Accuracy	2.98 (0.70)	3.12 (0.64)	3.10 (0.63)	3.28 (0.64)
Relevance	3.22 (0.68)	3.31 (0.64)	3.26 (0.67)	3.41 (0.70)
Significance	3.10 (0.74)	3.42 (0.66)	3.13 (0.70)	3.30 (0.70)
Logic	3.10 (0.75)	3.27 (0.66)	3.28 (0.60)	3.33 (0.66)

Note. Values are on a 4-point scale.



Final Essay-Achievement

SLS 1515 Critical Thinking Achievement by Rubric Dimension: Final Essay

Percentage of Students Scoring "3" or higher

Rubric Dimension	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Clarity	67.71%	84.43%	77.24%	84.39%
Accuracy	80.12%	87.79%	85.52%	90.85%
Relevance	88.86%	91.04%	91.72%	88.90%
Significance	79.06%	91.51%	89.66%	86.83%
Logic	82.83%	88.15%	91.72%	90.37%

CCTDI

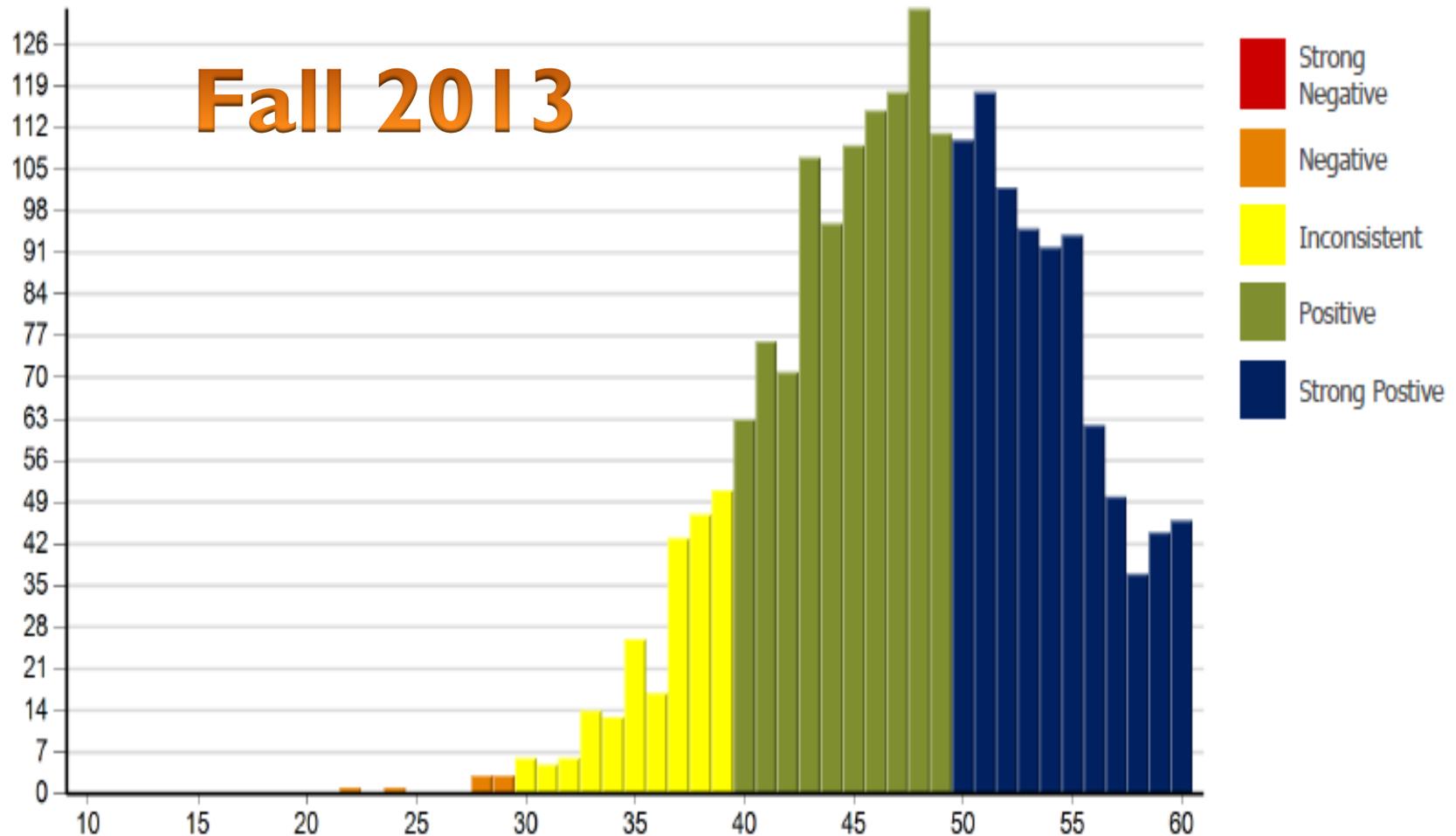
SLS 1515 CCTDI Pre-Post Test Results

Dimension	Fall 2012 (N= 366)			Spring 2013 (N=205)			Summer 2013 (N=146)			Fall 2013 (N=806)		
	Mean Diff.	t	d	Mean Diff.	t	d	Mean Diff.	t	d	Mean Diff.	t	d
Truth Seeking	1.09	4.00*	0.17	0.40	1.09	0.06	0.81	1.71	0.11	0.48	2.69*	0.07
Open Mindedness	0.71	2.67*	0.13	0.72	2.24*	0.13	0.40	0.94	0.07	0.01	0.07	0.00
Analyticitiy	1.01	4.18*	0.19	1.15	3.46*	0.21	1.12	2.92*	0.21	0.37	2.26*	0.07
Systematicity	0.78	2.81*	0.12	0.78	2.08*	0.11	1.05	2.69*	0.15	0.01	0.05	0.00
Inquisitive-ness	0.70	2.40*	0.11	0.08	0.24	0.01	0.38	0.95	0.06	-0.56	-3.10*	0.09
Confidence in Reasoning	1.60	5.97*	0.24	1.77	5.28*	0.27	2.64	5.79*	0.42	1.44	7.71*	0.23
Maturity in Judgment	1.24	3.73*	0.16	1.09	2.89*	0.15	0.01	0.03	0.00	-0.11	-0.54	0.01

*Significant difference at the alpha = .05 level

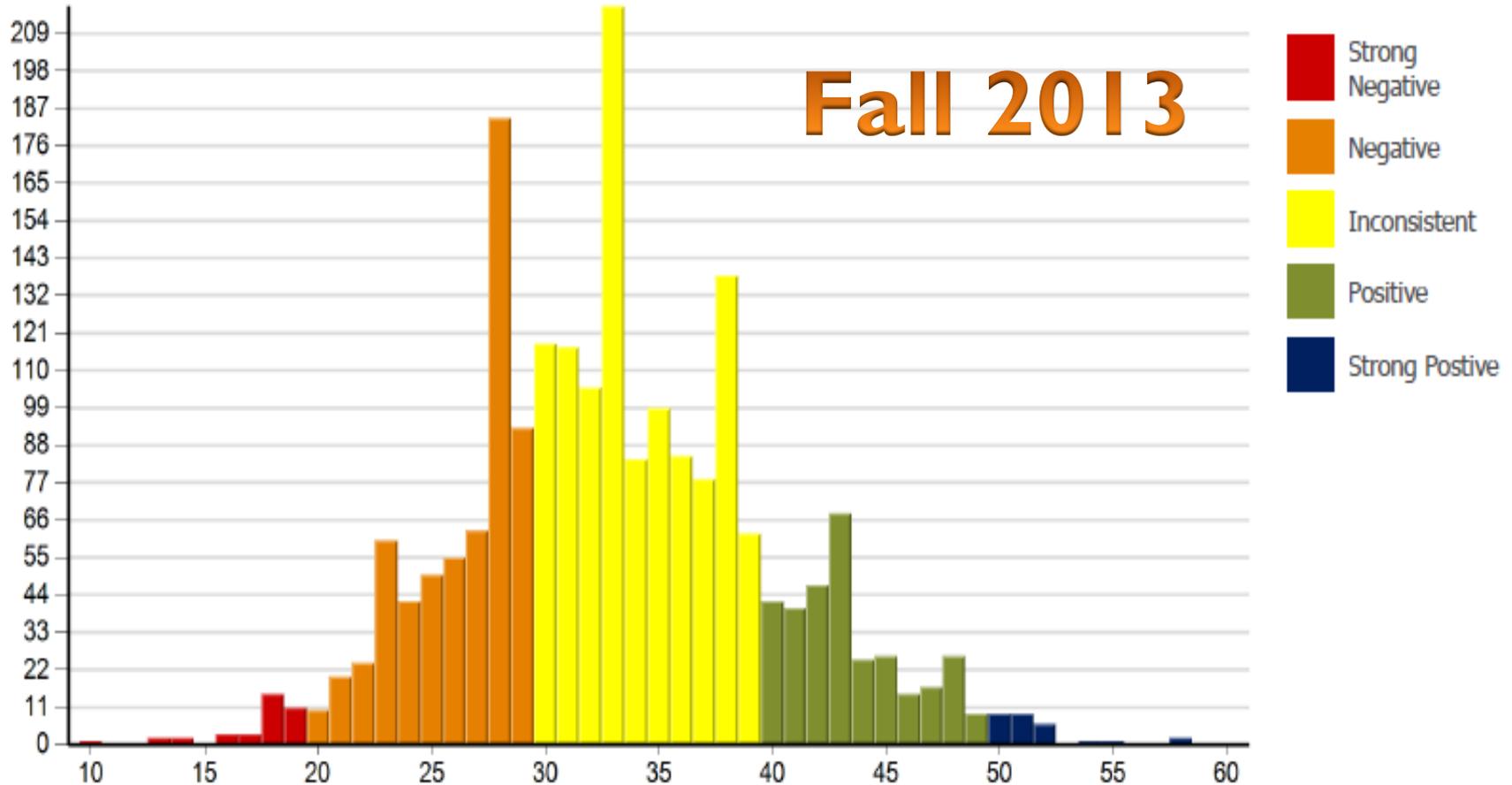
Inquisitiveness

Fall 2013



Inquisitiveness is intellectual curiosity. It is the tendency to want to know things, even if they are not immediately or obviously useful at the moment. It is being curious and eager to acquire new knowledge and to learn the explanations for things even when the applications of that new learning are not immediately apparent. The opposite of inquisitiveness is indifference.

Truth-seeking



Truth-Seeking is the habit of always desiring the best possible understanding of any given situation; it is following reasons and evidence where ever they may lead, even if they lead one to question cherished beliefs. Truth-seekers ask hard, sometimes even frightening questions; they do not ignore relevant details; they strive not to let bias or preconception color their search for knowledge and truth. The opposite of truth-seeking is bias which ignores good reasons and relevant evidence in order not to have to face difficult ideas.

Success Strategies-Group Presentation-Overall Means

SLS 1515 Overall Means: Success Strategies Group Presentation
(with Standard Deviations in Parentheses)

Rubric Dimension	Overall Means By Semester			
	Fall 2012	Spring 2013 N=187	Summer 2013 N=151	Fall 2013 N=864
Accuracy	*	3.28 (0.63)	3.32 (0.70)	3.40 (0.63)
Relevance and Demonstration of Application	*	3.23 (0.67)	3.48 (0.70)	3.29 (0.70)
Creativity	*	3.21 (0.70)	3.40 (0.57)	3.26 (0.75)
Effective Group Communication	*	3.26 (0.76)	3.62 (0.67)	3.42 (0.79)

Note. Values are on a 4-point scale.

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

Success Strategies-Group Presentation-Achievement

SLS 1515 Success Strategies by Rubric Dimension: Group Presentation

	Percentage of Students Scoring "3" or higher			
Rubric Dimension	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Accuracy	*	90.37%	88.08%	94.00%
Relevance and Demonstration of Application	*	89.84%	89.40%	89.79%
Creativity	*	86.10%	97.35%	85.76%
Effective Group Communication	*	86.02%	94.70%	88.47%

*A revised rubric was implemented in spring 2013, so scores are not comparable to fall 2012.

*SLS 1515 SmarterMeasure
Pre-Post Test Results*

Rubric Dimension	Fall 2012 (N= 293)			Spring 2013 (N= 195)			Summer 2013 (N=167)			<u>Fall 2013</u> (N=776)		
	Mean Diff.	t	d	Mean Diff.	t	d	Mean Diff.	t	d	Mean Diff.	t	d
Personal Attributes	-0.17	-0.44	0.02	-0.98	-2.01*	0.12	0.82	1.81	0.10	-0.45	-1.89	0.06
Technology Knowledge	3.77	7.04*	0.31	4.22	6.37*	0.34	3.06	4.74*	0.24	3.07	8.91*	0.27
Technology Competency	-0.07	-0.09*	0.00	2.02	2.29*	0.14	2.97	3.17*	0.25	-1.00	-1.84	0.07
Life Factors	-0.42	-0.79*	0.04	0.57	0.86	0.06	2.08	3.57*	rs	-0.20	-0.71	0.02

**Significant difference at the alpha = .05 level*

Success Strategies Survey

Table I

Percentage of Respondents Reporting Utilization of Cognitive and Goal Attainment Strategies

Support Service	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Academic Success Centers	92.5%	94.6%	82.0%	85.0%
Career Services	47.5%	55.4%	54.0%	32.8%
Peer Mentoring	40.0%	60.7%	58.0%	47.2%
Peer Tutoring	27.5%	37.5%	34.0%	22.2%
FYE Staff or Academic Coaching	40.0%	75.0%	62.0%	49.4%
Advising Staff	55.0%	69.6%	76.0%	63.9%
Financial Aid Staff	50.0%	60.7%	72.0%	48.3%
Library Staff	60.0%	67.9%	66.0%	48.3%

Success Strategies Survey

Table 2

Percentage of Respondents Reporting Participation in Campus Engagement Activities

Activity Type	Fall 2012	Spring 2013	Summer 2013	Fall 2013
FYE Activities	38.2%	78.9%	68.8%	74.1%
Student Life Activities	67.6%	61.4%	64.6%	74.1%
Academic Success and FYE Workshops	44.1%	63.2%	89.6%	69.3%
Clubs	26.5%	29.8%	10.4%	16.9%
Service Saturday	35.3%	26.3%	0.0%	15.7%
Intramural sports	5.9%	7.0%	4.2%	4.2%
Career Events	58.8%	29.8%	6.3%	21.1%
Lighthouse Commons Activities or Events	11.8%	21.1%	20.8%	9.6%

Success Strategies Survey

Table 3

Percentage of Respondents Reporting Improvement in Goal Attainment Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Time Management	87.5%	85.2%	84.1%	77.1%
Goal Setting	87.5%	87.0%	84.1%	77.6%
Organizational Skills	82.1%	85.2%	81.8%	75.1%
Persistence	82.5%	83.3%	84.1%	73.5%
Avoiding activities and behaviors that may make me unsuccessful	82.5%	70.4%	72.7%	70.6%

Success Strategies Survey

Table 4

Percentage of Respondents Reporting Improvement in Communication Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Communication and Listening Skills	76.9%	83.3%	86.4%	77.7%
Considering opinions different from my own	87.2%	81.5%	86.4%	82.1%
Relating to people that are different from me	*	*	86.4%	73.7%
Working in a small group to complete a task or assignment	*	*	97.4%	72.5%
Forming a social network with other students	*	*	97.4%	64.7%

*Item did not appear on survey.

Success Strategies Survey

Table 5

Percentage of Respondents Reporting Application of Communication, Goal Attainment, and Cognitive Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Note-taking	74.4%	80.8%	81.8%	75.2%
Critical Thinking	84.6%	86.5%	86.4%	81.2%
Study Skills	71.8%	76.9%	88.6%	81.2%
Creating a schedule	69.2%	78.8%	90.9%	72.5%
Creating a budget	56.4%	59.6%	70.5%	51.7%
Test-taking strategies	79.5%	86.5%	72.7%	73.2%
Forming study groups	43.6%	46.2%	68.2%	42.3%

Success Strategies Survey

Table 6

Percentage of Students Reporting Application of Communication and Goal Attainment Strategies

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Choosing a major	69.2%	56.9%	83.7%	63.3%
Choosing a career goal	59.0%	68.6%	88.4%	64.6%
Forming relationships	66.7%	72.5%	76.7%	57.1%
Changing study habits	79.5%	80.4%	81.4%	72.1%
Communicating with others	71.8%	80.4%	83.7%	68.7%
Researching professors for future classes	56.4%	64.7%	67.4%	61.2%
Appreciating diversity	61.5%	78.4%	81.4%	65.3%

Success Strategies Survey

Success Strategy	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Arriving to class on time.	5.0%	7.3%	6.3%	6.3%
Attending class.	10.0%	7.3%	4.2%	6.9%
Reviewing the course schedule.	10.3%	20.4%	18.8%	12.6%
Using the calendar or lists.	17.5%	25.9%	25.0%	20.1%
Working on large projects incrementally.	22.5%	27.3%	20.8%	18.3%
Using small group communication skills.	35.0%	52.9%	25.0%	21.3%
Participating and asking questions when appropriate.	22.5%	52.9%	26.7%	20.6%
Forming a relationship with other students.	20.0%	24.1%	22.2%	18.3%
Meeting with the professor outside of class for help.	10.3%	27.8%	20.0%	21.9%
Thinking critically about texts and lectures.	35.9%	38.9%	20.0%	19.0%

Within-Course Completion Rates

Table 1

SLS 1515 Within-Course Success Rates (%Passing, A-C) by term

Campus	Semester			
	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Charlotte	74.4%	82.8%	76.9%	79.80%
Collier	83.9%	69.2%	93.3%	77.50%
Hendry Glades	86.7%	52.6%	84.2%	76.50%
Lee	74.9%	70.2%	87.0%	74.50%
College Total	77.0%	70.1%	87.0%	75.60%

Focus Groups

	Fall 2012	Spring 2013	Fall 2013
<u>Category</u>	<u>Concepts</u>	<u>Concepts</u>	<u>Concepts</u>
Learning and Acquisition	Learning about College Resources	Learning about College Resources	Valuing and Critiquing Journal Assignment
	Gaining and Valuing “Self-Awareness”	Gaining and Valuing “Self-Awareness”	Gaining and Valuing “Self-Awareness”
	Learning “Time Management” and Course Success Strategies	Learning “Time Management” and Course Success Strategies	Learning “Time Management” and Course Success Strategies
	Learning and Valuing Critical Thinking Skills	Learning and Valuing Critical Thinking Skills	Learning and not Learning Critical Thinking

Focus Groups

	Fall 2012	Spring 2013	Fall 2013
<u>Category</u>	<u>Concepts</u>	<u>Concepts</u>	<u>Concepts</u>
Academic and Affective Support	Valuing Faculty and Reporting Positive Interactions	Valuing Faculty and Reporting Positive Interactions	Valuing and Critiquing Faculty
	Valuing and Critiquing Passport Assignment	Valuing and Critiquing GPS Assignment	Valuing and Critiquing GPS Assignment
	Valuing Peer Architects	Valuing Peer Architects	Valuing Peer Architects
	Receiving Support for College Transition	Receiving Support for College Transition	Valuing Textbooks, Critiquing Lack of Usage
	Critiquing Group Project	Acquiring Presentation Skills and Gaining Confidence	Valuing Group Project

Focus Groups

	Fall 2012	Spring 2013	Fall 2013
<u>Category</u>	<u>Concepts</u>	<u>Concepts</u>	<u>Concepts</u>
Campus/ College Engagement	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices	Participating in College Activities but Needing More Choices
	Recommending Multi-Modal Dissemination of Campus Event Information	Recommending Multi-Modal Dissemination of Campus Event Information	Recommending Multi-Modal Dissemination of Campus Event Information
	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Experiencing Diversity	Expanding Social Network and Discussing Age Diversity

Training Module Completers

- ▶ As of January 2014, **111** faculty and staff have completed the ten Cornerstone Instructor Training Modules.
- ▶ **87** staff and administrators have completed five required Staff/Administrator modules.
- ▶ **602** faculty, staff and administrators have attended one or more QEP Cornerstone Module.
- ▶ **All departments are encouraged to set training completion goals in the 2013-2014 Unit Plans.**



Thank you for your participation!

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

