

## SLS 1515 Course Level Assessment Report – Spring 2017

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Florida SouthWestern State College's Cornerstone assessment plan includes collection of achievement data to measure the efficacy of the first year experience course SLS 1515 *Cornerstone Experience*. Upon successful completion of the Cornerstone Experience course, students will demonstrate their acquisition of analytical and evaluation skills; students will apply these acquired skills to guide their thinking, behavior, and attitude. Additionally, upon successful completion of the Cornerstone Experience course, students will take ownership over their own learning experiences, will apply newly acquired strategies to their academic endeavors, and approach their professional pursuits with confidence. As per the QEP, stated goals will be tracked for 5 years (2012-2017).

To measure these outcomes, the following objectives or goals have been set:

1. By the end of the spring 2017 semester, 70% of students who complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the critical thinking rubric for Critical Thinking Journal assignments (Journal 4, 5, and 6).
2. By the end of the spring 2017 semester, 70% of students who complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the rubric for the Final Essay assignment.
3. By the end of the spring 2017 semester, 70% of students that complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the rubric for the Success Strategies Group Project assignment.

During the spring 2017 semester, 62 course sections were run with a total enrollment of 1246. An average of 886 artifacts for Critical Thinking Journals 4, 5, and 6 were recorded along with a total of 916 Final Essay artifacts and 854 Success Strategies Group Project artifacts. Artifacts for mean scores of the Critical Thinking Journal Assessment for spring 2017 in comparison with previous years (prior to Fall 2014 cohort for the Cornerstone Experience differed) is shown in Figure 1. The percentage of students achieving "3" or higher on all relevant aspects of the critical thinking rubric for Critical Thinking Journal assignments (Journal 4, 5, and 6) for spring 2017 in comparison with previous years is shown in Figure 2. The goal that 70% of students who complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the critical thinking rubric was met for spring 2017.

Mean scores of the Final Essays for spring 2017 in comparison with previous years is shown in Figure 3. The percentage of students achieving "3" or higher on all relevant aspects of the rubric for the Final Essay assignment for spring 2017 in comparison with previous years is shown in Figure 4. The goal that 70% of students who complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the rubric for the Final Essay assignment was met for spring 2017.

Mean scores of the Success Strategies Group Project assignment for spring 2017 in comparison with previous years is shown in Figure 5. The percentage of students achieving "3" or higher on all relevant aspects of the rubric for the Success Strategies Group Project assignment for spring 2017 in comparison with previous years is shown in Figure 6. The goal that 70% of students that complete the course will achieve a "3" (accomplished) or higher on all relevant aspects of the rubric for the Success Strategies Group Project assignment was met for spring 2017.

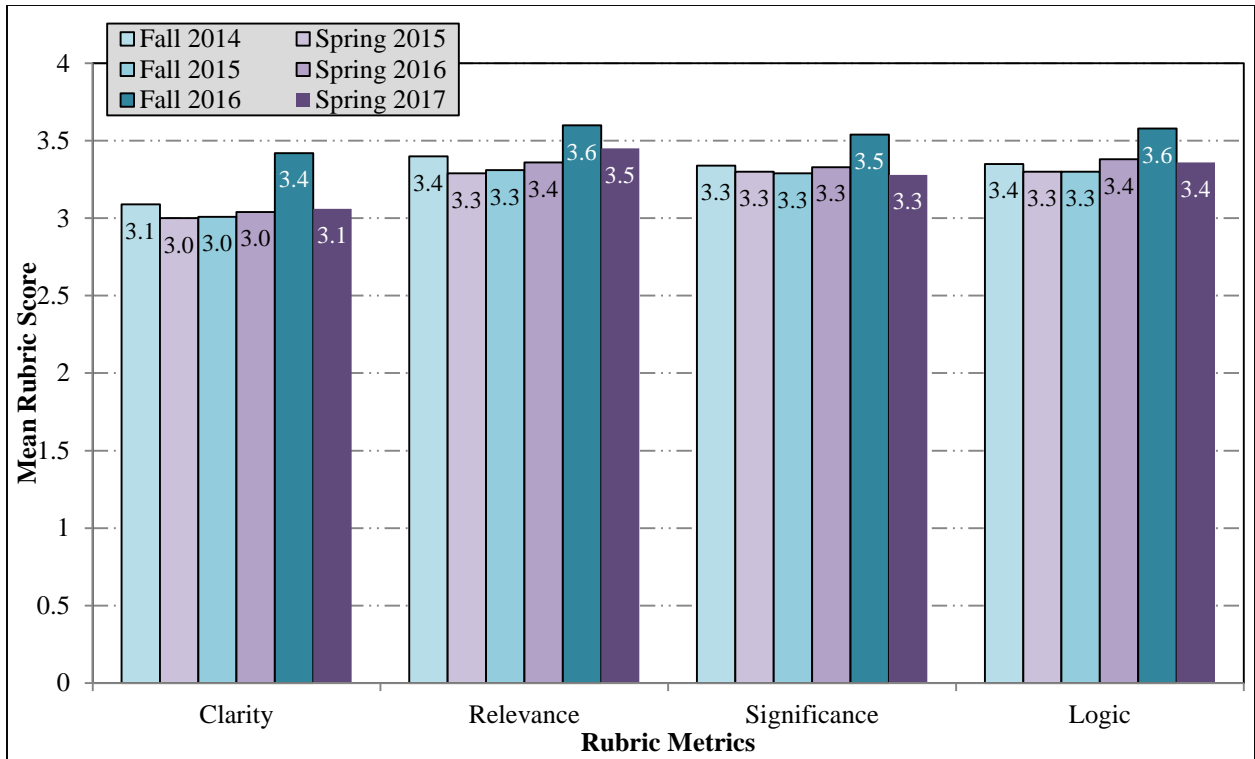


Figure 1. Critical Thinking Journal Assessment mean scores by dimension (Fall 2014 through Spring 2017).

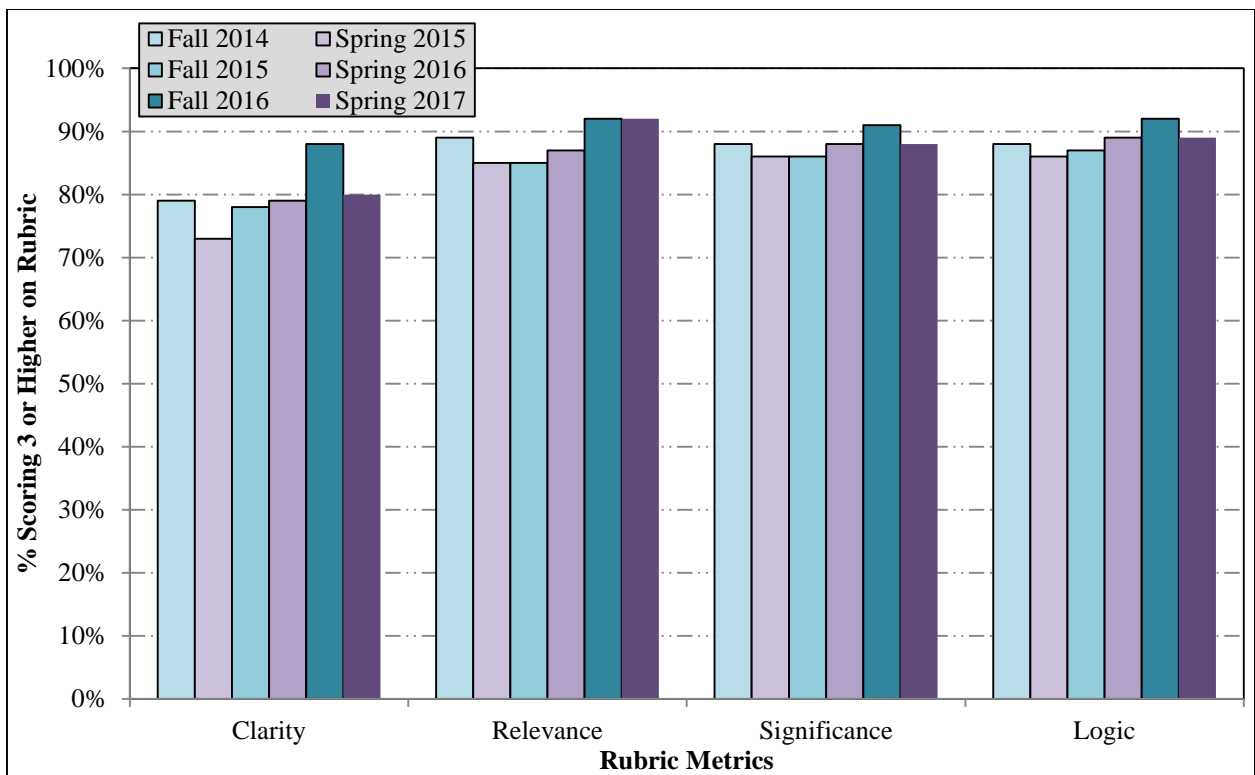


Figure 2. Critical Thinking Journal Assessment percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2017).

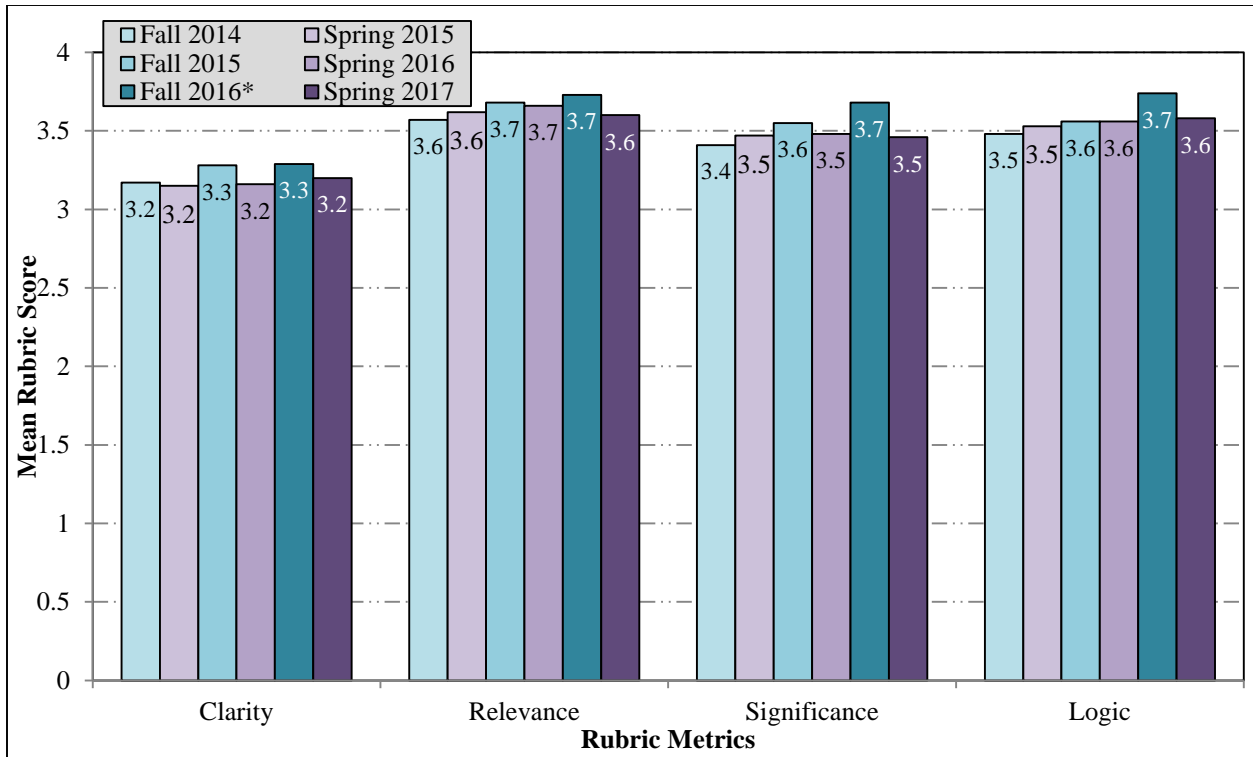


Figure 3. Final Essays Assessment mean scores by dimension (Fall 2014 through Spring 2017). \*data limited to below sufficient sample size due to technical errors in data extraction.

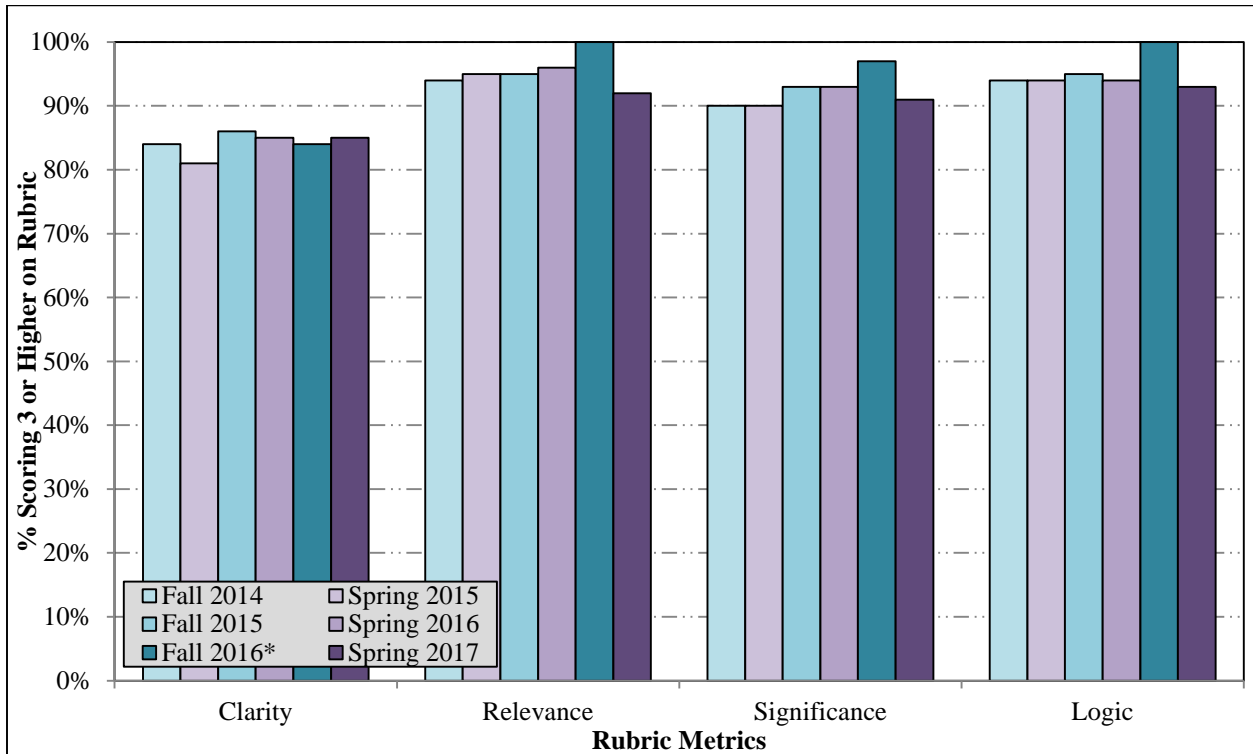


Figure 4. Final Essays percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2017). \*data limited to below sufficient sample size due to technical errors in data extraction.

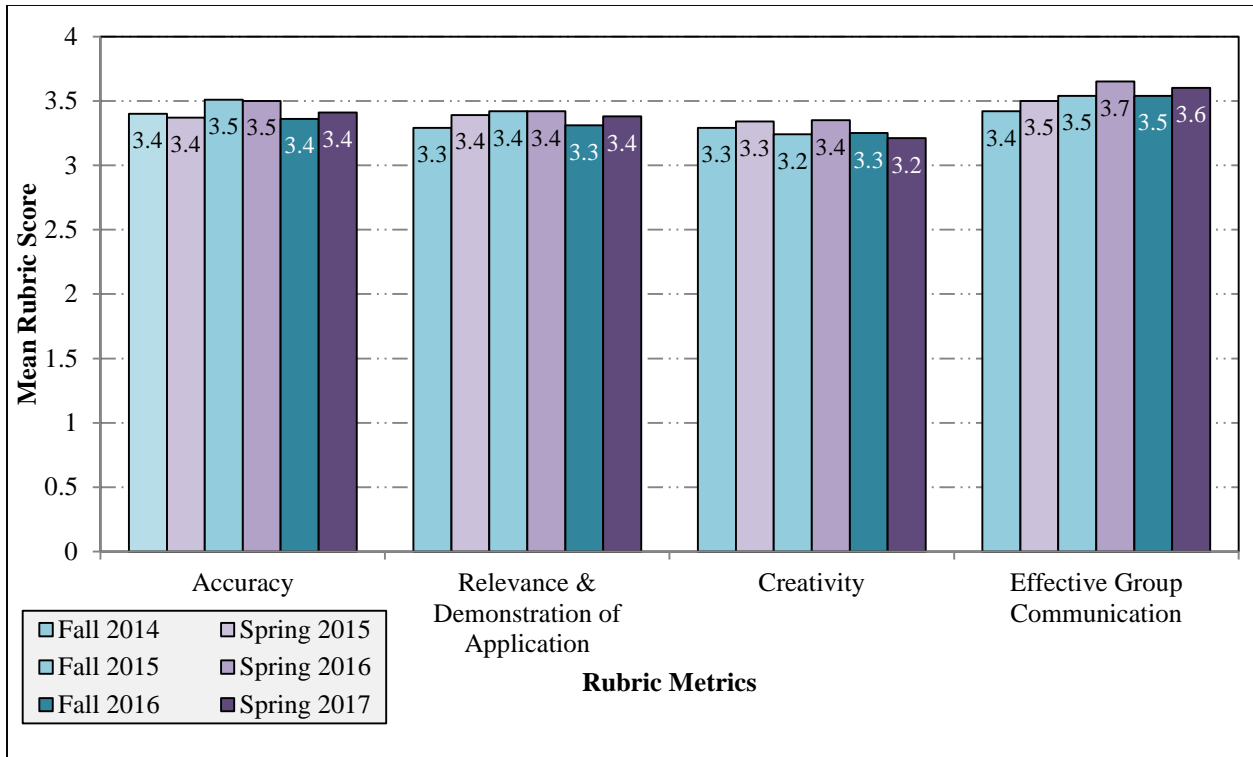


Figure 5. Group Success Strategies Project assessment mean scores by dimension (Fall 2014 through Spring 2017).

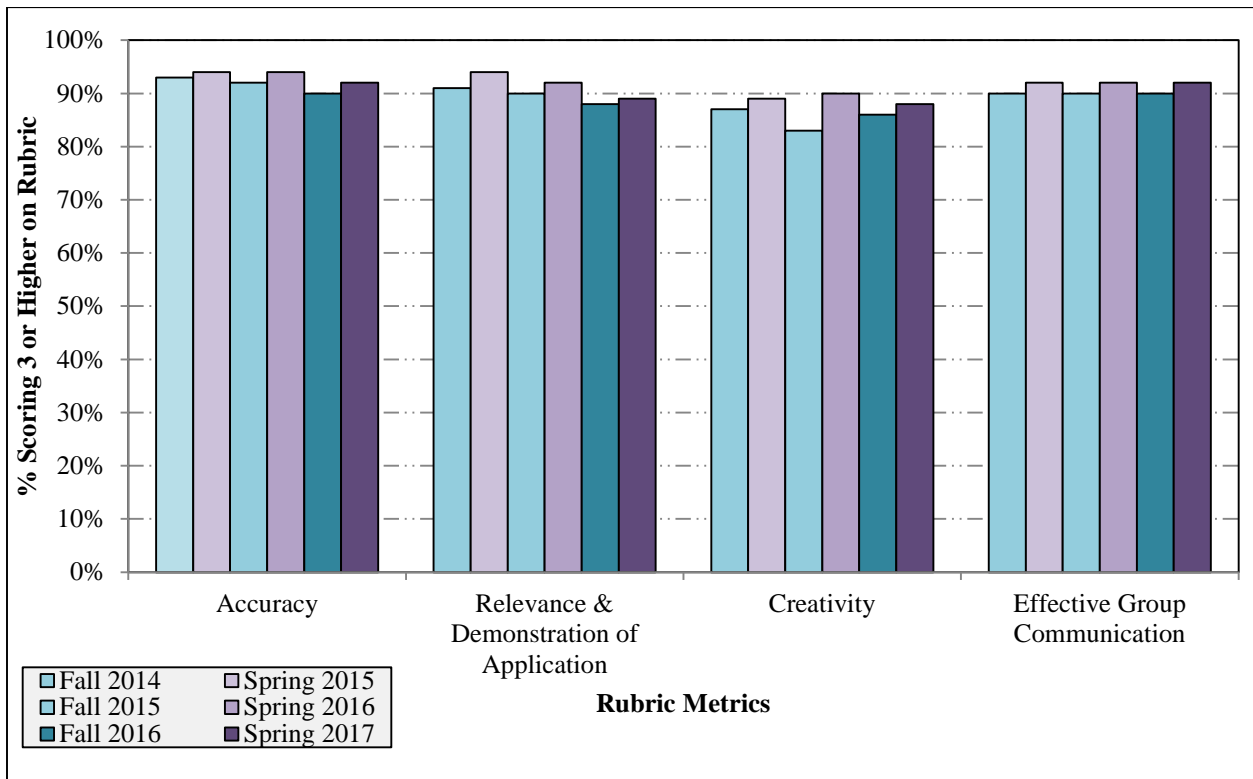


Figure 6. Group Success Strategies Project assessment percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2017).