Developmental Achievement & Student Satisfaction Reports Spring 2018

Author: Joseph F. van Gaalen, Ph.D., Director, Assessment & Effectiveness

Florida SouthWestern State College's assessment measures for the Developmental Accountability plan include a collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. Additionally, FSW tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the Developmental Accountability plan to determine efficacy of developmental options and to inform course and program improvement. What follows is the assembly of achievement and student satisfaction reports for each of the developmental courses (ENC 0022, REA 0019, MAT 0057, and MAT 0058).

The faculty for ENC 0022 *Writing for College Success* reviewed achievement to determine if there is any significant difference across developmental strategies (Compressed and Modularized).

The faculty for MAT 0057 *Mathematics for College Success* reviewed achievement to determine if there is any significant difference across developmental strategies (Modularized).

The faculty for MAT 0058 *Mathematics for College Success* reviewed achievement to determine if there is any significant difference across developmental strategies (Modularized).

The faculty for REA 0019 *Reading for College Success* use a defined course outcome in AY 2016-2017 that students will read at a post-secondary level that correlates with college success by the completion of the Developmental Reading sequence. Faculty established 1) a goal of the mean score difference (pre-/post) test of the course mastery exam will improve significantly college wide, 2) a goal of the mean score difference (pre-/post) of the course mastery exam will improve significantly across developmental strategies (Compressed, Contextualized, and Modularized), and 3) that 80% of REA 0019 completers will pass the course mastery exam for reading and complete the course with a 'C' or better. Note that MAT 0058 assessments did not utilize a survey as the course is being discontinued in Fall 2018.

- ❖ Section 1: ENC 0022 Common Course Assessment Report (includes ENC 1101 & LIT 2000)
- ❖ Section 2: ENC 0022 Final Exam Assessment Report
- ❖ Section 3: ENC 0022 Survey Results Report
- ❖ Section 4: MAT 0057 Final Exam Assessment Report
- ❖ Section 5: MAT 0057 Survey Results Report
- ❖ Section 6: MAT 0058 Final Exam Assessment Report
- ❖ Section 7: REA 0019 Final Exam Assessment Report
- ❖ Section 8: REA 0019 Survey Results Report

Section 1

English Assessment Report
Spring 2018
Author: Joseph F. van Gaalen, Ph.D., Director, Assessment & Effectiveness

1   INTRODUCTION

Fall 2014 marked the beginning of a new assessment plan for the English Department of Florida SouthWestern State College (FSW) in three courses: ENC 0022 *Writing for College Success*, ENC 1101 *Composition I*, and LIT 2000 *Introduction to Literature (I)*. The planned assessment practice continues in spring 2018 in which instructors use a common rubric with seven identified rubric dimensions in the case of ENC 0022, and both ENC 1101 and LIT 2000 remain in review to be assessed again in the fall term. In the case of ENC 0022, because it is a course being assessed by assessment plans in addition to the English Department (Developmental Accountability Plan) all course sections for ENC 0022 are assessed.

The standard assessment plan highlighted above is designed to evaluate each course and inform faculty on Student Learning Objectives (SLOs) for future assessment plans. Additionally, the plan provides information on achievement levels of dual enrollment (concurrent) artifacts compared with traditional, as well as online artifacts compared with traditional artifacts. Other analyses such as comparison by site and longitudinal studies are included.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2   ENC 0022

2.1   LEARNING OBJECTIVES & DESCRIPTIVE STATISTICS
Using common rubric criterion as an assessment method, the FSW English faculty defined multiple areas of interest for evaluation based on core outcomes for the course. Those outcomes include:

➢ Plan and write paragraphs and essays reflecting styles and tones appropriate for their audience and use adequate support, coherence, and unity that demonstrate understanding of content for expository and persuasive purposes.
➢ Establish a substantive claim, link claims to relevant evidence, and acknowledge competing arguments, gather information needed, and accurately incorporate source material into their own writing to avoid plagiarism.
➢ Identify and correctly use proper conventions for sentence grammar and avoid illogical shifts in pronouns and verbs in their own writing and on tests.
➢ Identify and use proper conventions for spelling, capitalization, and punctuation in their own writing and on tests.
➢ Identify and correctly use the conventions of a variety of sentence structures and will be able to avoid sentence fragments, comma splices, and fused sentences in their own writing and on tests.

> ➢ Identify and write effective topic sentences and thesis statements that address task and audience and use logical structure, support, and transitional devices for expository and persuasive purposes.

2.1.1 Learning Objectives

ENC 0022 is scored using a rubric with seven dimensions: Introductory Paragraph, Support Paragraphs, Organization, Concluding Paragraph, Grammar, Mechanics, and Research. Each dimension is scored on a scale of 1 to 4 (1-Unacceptable, 2-Needs work, 3-Average, 4-Above average), with 0s if the baseline of 'Unacceptable' is not met. The English department has identified a target statistic for measurement purposes (SLO1) of measuring the percentage of artifacts scoring a 2 or greater.

For the spring 2018 assessment, 114 artifacts were collected for ENC 0022 from 8 of 10 course sections. All rubric dimensions exhibit a percentage of artifacts scoring a 2 or greater at 100% (Table 1). For a visual comparison of scores by dimension, see Figure 1.

Rubric Score	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
Developing or higher	100%	100%	100%	100%	100%	100%	100%
4	23%	23%	22%	19%	15%	13%	13%
3	57%	54%	54%	53%	54%	47%	33%
2	20%	23%	25%	27%	32%	39%	55%
1	0%	0%	0%	0%	0%	0%	0%
0	0%	0%	0%	0%	0%	0%	0%

Table 1. Percentage of student achievement level by rubric dimension (includes percentage of students scoring in developmental level or higher as per SLO) for ENC 0022.
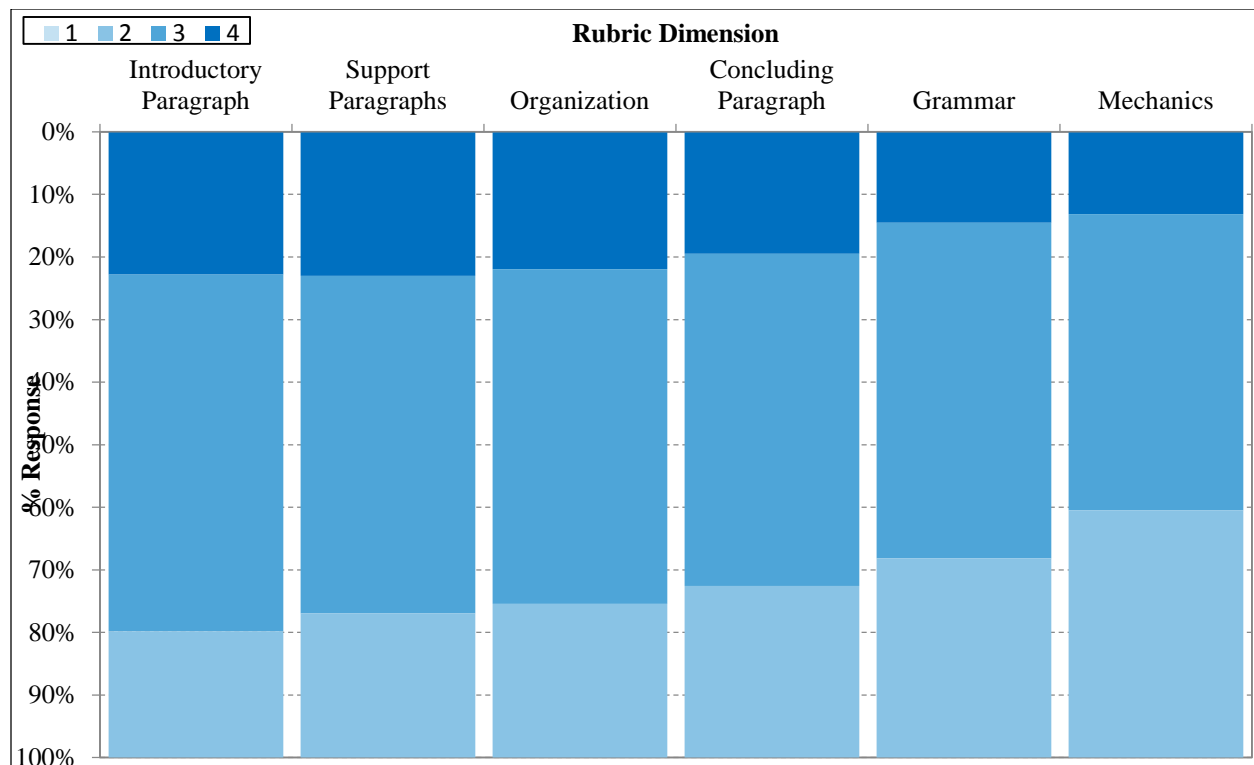

Figure 1. ENC 0022 distribution of rubric scores by dimension.

2.1.2 Descriptive Statistics & Longitudinal Studies

Descriptive statistics for ENC 0022 artifacts can be found in Table 2. A histogram of artifact scores for all 114 artifacts is shown in Figure 2. Distribution of artifact scores is bimodal centered on 14/28 and 20/28, and is moderately positively skewed, meaning scores are shifted towards the lower range. To describe the behavior of the rubric dimensions based on overall achievement a color map, or binary raster image was created by calculating the mean scores for each dimension as a function of combined score (Figure 3). To create this image, the rubric scores (4, 3, 2, 1, or 0) for each artifact was grouped based on combined raw rubric score (7 dimensions x maximum rubric level of 4 = 28 overall points). The color represents the mean rubric score achieved in each dimension based on the combined score as shown in the x-axis. Note ≤ 13, 22, and 23 exhibit no calculations because no artifacts exhibited combined scores in these ranges.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	TOTAL
n	114	113	114	113	110	114	110	**104**
Max	4	4	4	4	4	4	4	**28**
Min	2	2	2	2	2	2	2	**14**
Median	3	3	3	3	3	3	2	**20**
Mode	3	3	3	3	3	3	2	**20**
Mean	3.0	3.0	3.0	2.9	2.8	2.7	2.6	**20.1**
Standard deviation	0.66	0.68	0.68	0.68	0.66	0.68	0.71	**4.30**
Skewness	-0.03	0.00	0.03	0.10	0.20	0.38	0.81	**0.32**
Kurtosis	-0.65	-0.81	-0.83	-0.83	-0.72	-0.81	-0.60	**-0.58**

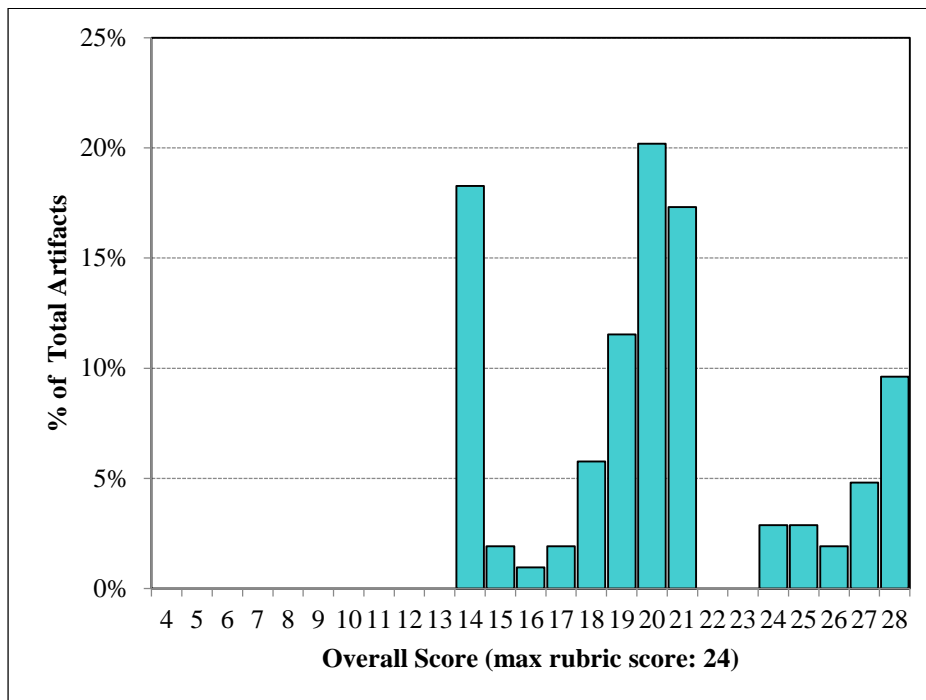Table 2. Descriptive statistics for ENC 0022 common course assessment.

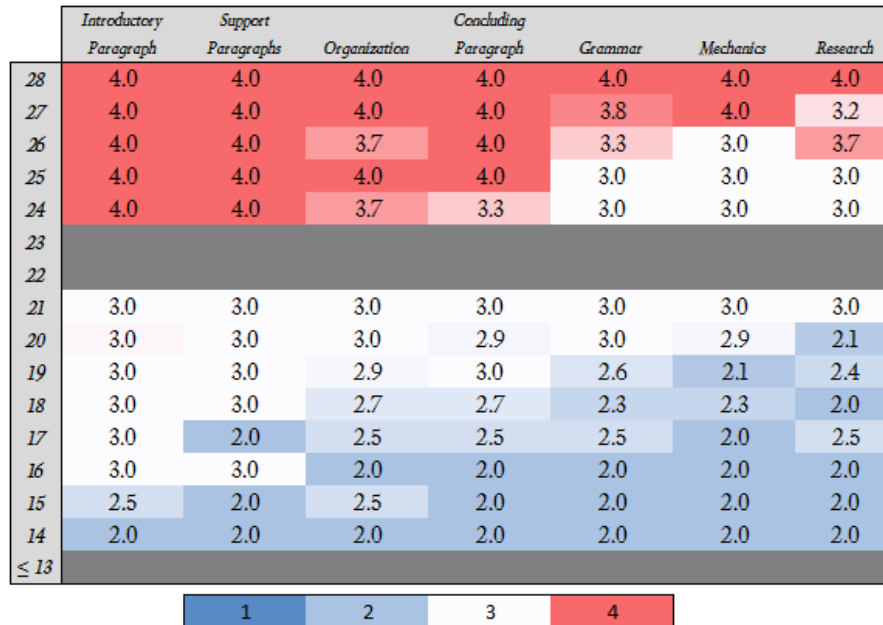Figure 2. Overall score distribution for ENC 0022 artifacts (spring 2018).

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
28	4.0	4.0	4.0	4.0	4.0	4.0	4.0
27	4.0	4.0	4.0	4.0	3.8	4.0	3.2
26	4.0	4.0	3.7	4.0	3.3	3.0	3.7
25	4.0	4.0	4.0	4.0	3.0	3.0	3.0
24	4.0	4.0	3.7	3.3	3.0	3.0	3.0
23							
22							
21	3.0	3.0	3.0	3.0	3.0	3.0	3.0
20	3.0	3.0	3.0	2.9	3.0	2.9	2.1
19	3.0	3.0	2.9	3.0	2.6	2.1	2.4
18	3.0	3.0	2.7	2.7	2.3	2.3	2.0
17	3.0	2.0	2.5	2.5	2.5	2.0	2.5
16	3.0	3.0	2.0	2.0	2.0	2.0	2.0
15	2.5	2.0	2.5	2.0	2.0	2.0	2.0
14	2.0	2.0	2.0	2.0	2.0	2.0	2.0
≤ 13							

1	2	3	4

Figure 3. Colormap of mean scores for each rubric dimension (range: 0-4) based on overall rubric score (combined rubric score of all dimensions, max=28) for ENC 0022. A rubric dimension with hotter colors (reds) means that dimension achievement exceeds the overall score and is an area of strength. An exam section with colder colors (blues) means that section achievement is lower than the overall score and is therefore an area of weakness.

A review of the colormap in Figure 3 above shows that Research achievement consistently lags behind all other dimensions when overall scores are 18/28 or higher. For example, at 18/28, the Research mean score is 2.0/4 while others range from 2.3/4 to 3.0/4. From a student performance perspective, all students are weak in the Research dimension compared with others.

The colormap also exhibits strong Introductory Paragraph and Support Paragraphs scores compared with other dimensions at lower overall scores (17/28 or lower). For example, at 16/28, both dimensions exhibit mean scores of 3.0/4 while others exhibit scores of 2.0/4. From a student performance perspective, underachieving students are strongest in Introductory Paragraph and Support Paragraphs compared with other dimensions.

A comparison of spring 2018 results with past results is shown in Figure 4 below. The Introductory Paragraph and Support Paragraphs consistently exhibit the highest achievement over time. Grammar, Mechanics, and Research consistently exhibit the lowest achievement over time.
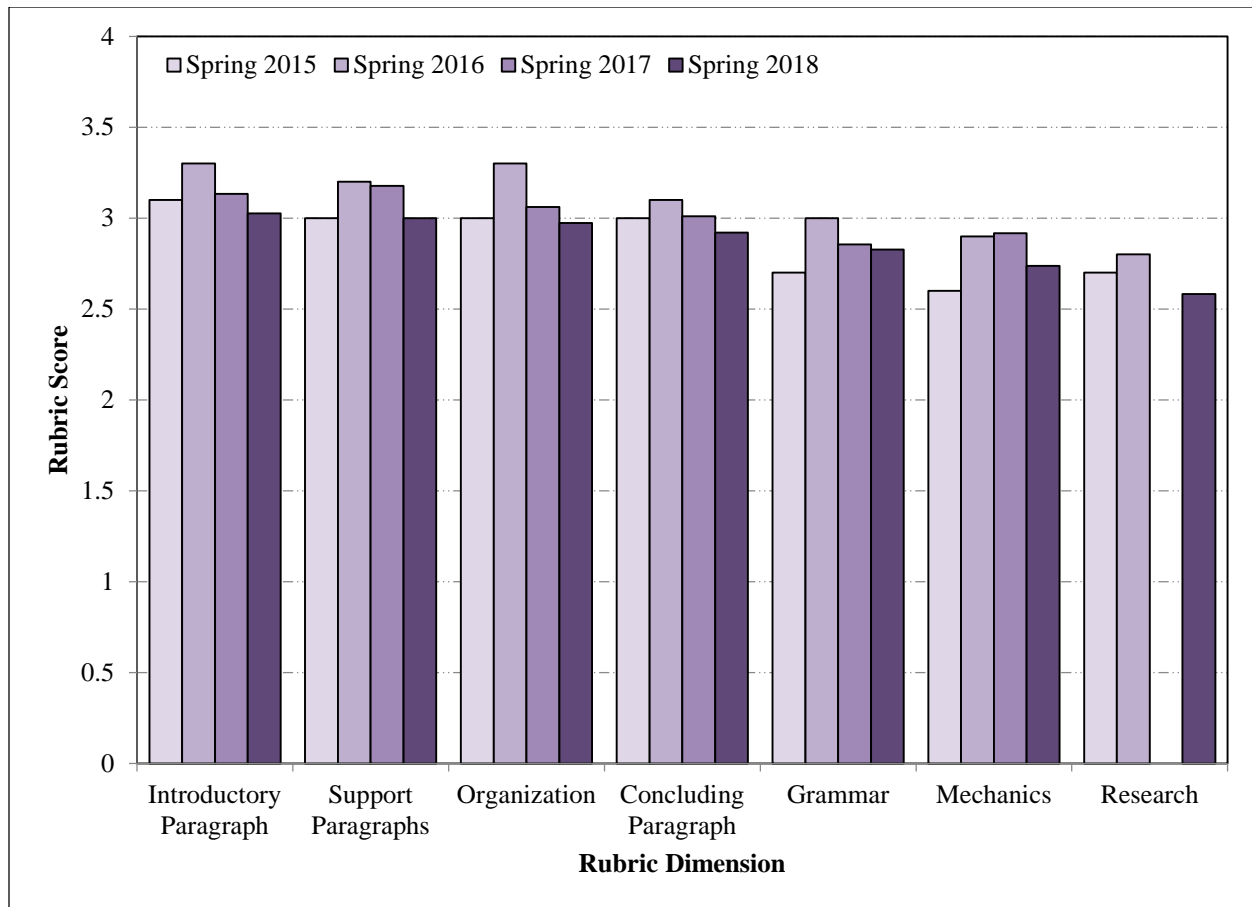
*Figure 4. Comparison of mean scores for ENC 0022 through time. *The Research dimension was not scored in spring 2017.*

2.2 COMPARISONS BY SITE, FORMAT, AND STUDENT TYPE

2.2.1 Dual Enrollment (Concurrent) to non-Dual Enrollment Comparison

ENC 0022 is not offered as a dual enrollment (concurrent) course nor is it offered to dual enrollment students onsite and so no comparison study between dual enrollment artifacts and traditional artifacts can be made.

2.2.2 Online to Traditional Comparison

ENC 0022 is not offered as an online course and so no comparison study between online artifacts and traditional artifacts can be made.

2.2.3 Comparison by Site/Campus

Of the 114 artifacts collected from ENC 0022, 17 originated from the Collier campus, 3 from the Hendry Glades Center, and 94 from the Thomas Edison (Lee) campus. Scores by rubric dimension varied greatly across campuses although sample size at Hendry Glades is limited (n=3). A comparison of mean scores by rubric dimension is provided in Table 3.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
Collier	**3.9**	**3.9**	3.8	**3.8**	**3.6**	**3.6**	**3.7**
Hendry Glades	3.3	3.7	**4.0**	3.0	2.7	3.0	unreported
Thomas Edison (Lee)	2.9	2.8	2.8	2.7	2.6	2.6	2.4

Table 3. Comparison of mean scores by site for ENC 0022. Bold denotes highest mean score in that dimension among all sites.

The Collier campus exhibits the highest scores in 6 of 7 dimensions, and the Hendry Glades Center exhibits the highest scores in 1 of 7 dimensions. A plot comparing descriptive statistics of the combined (overall) scores by site is shown in Figure 5. Because Hendry Glades scores did not report Research scores no overall scores were tallied for that site and so that site comparison could not be completed. The Collier campus exhibits an extremely large percentage of artifacts scoring 28/28. The Thomas Edison campus exhibits a bi-modal distribution centered on 14/28 and 20/20. Normally, a one-way analysis of variance was used to compare means at each site. However, since only two sites could be analyzed, significance testing was completing using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). Results of the t-test exhibit a statistically significant difference between sites ($t(101)=9.36$, $p=8.82 \times 10^{-10}$). Therefore, we reject the null hypothesis that the mean scores at each site are equal to each other and we can conclude with a 95% confidence that the differences in scores are not solely due to chance.
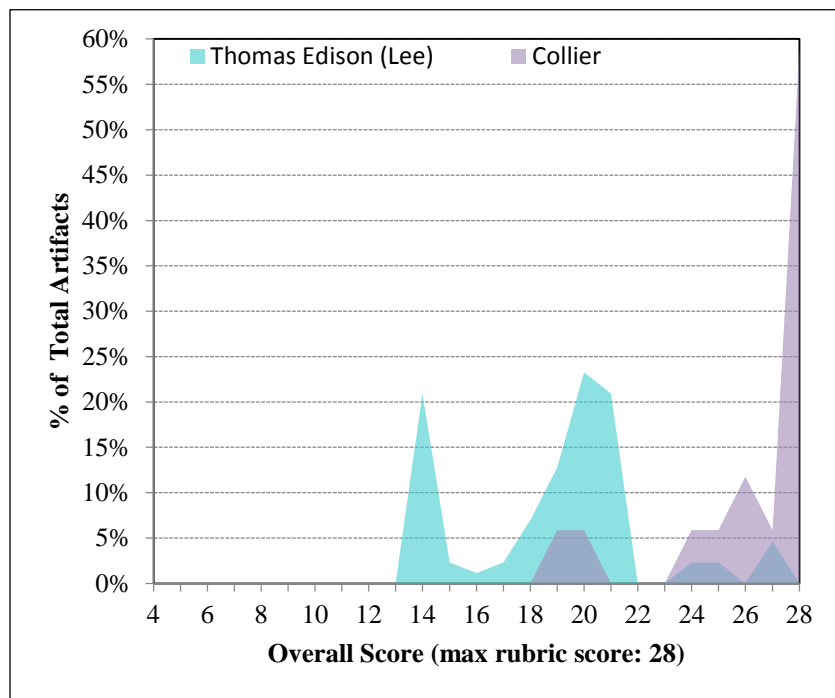

Figure 5. Comparison of score distribution by site.

3 ENC 1101

Course assessment for ENC 1101 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

4 LIT 2000

Course assessment for LIT 2000 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

5 CONCLUSIONS

FSW's English Department assessment plan includes three courses: ENC 0022 *Writing for College Success*, ENC 1101 *Composition I*, and LIT 2000 *Introduction to Literature (I)*. Instructors use a common rubric with seven identified rubric dimensions in the case of ENC 0022. The assessment plan uses a 100% collection of ENC 0022 courses. The department has historically used a benchmark of percentage of students scoring 2 or higher in rubric dimensions as a means to measure achievement in the courses.

A drilldown of ENC 0022 results are as follows:
1. All seven rubric dimensions had ≥ 80% achievement at level 2 or higher. All rubric dimensions exhibit a percentage of artifacts scoring a 2 or greater at 100%.
2. Distribution of artifact scores is bimodal centered on 14/28 and 20/28, and is moderately positively skewed, meaning scores are shifted towards the lower range.
3. In a study comparing rubric achievement based on overall score, all students are weak in the Research dimension compared with others and underachieving students are strongest in Introductory Paragraph and Support Paragraphs compared with other dimensions.
4. In a longitudinal study, results exhibit the Introductory Paragraph and Support Paragraphs consistently exhibit the highest achievement over time. Grammar, Mechanics, and Research consistently exhibit the lowest achievement over time.
5. No comparison of dual enrollment (concurrent) to traditional artifacts was completed because no dual enrollment sections of the course were offered.
6. No comparison of online to traditional artifacts was completed because no online sections of the course were offered.
7. In a cross-campus comparison, scores varied greatly across rubric dimensions although sample size at Hendry Glades is limited (n=3). The Collier campus exhibits an extremely large percentage of artifacts scoring 28/28. The Thomas Edison campus exhibits a bi-modal distribution centered on 14/28 and 20/20. Results exhibit a statistically significant difference across sites.

No drilldown of results for ENC 1101 is reported because the course follows a procedure of data collection in fall term only followed by departmental discussions in spring. Therefore, no results or analysis is reported here.

No drilldown of results for LIT 2000 is reported because the course follows a procedure of data collection in fall term only followed by departmental discussions in spring. Therefore, no results or analysis is reported here.

6 REFERENCES

Davis, J.C. 1973. Statistics and Data Analysis in Geology. John Wiley & Sons, New York, New York, 564 pp.

Lipsey, M.W. and Wilson, D.B. 1993. The efficacy of psychological, educational, and behavioral treatment: Confirmation from meta-analysis. American Psychologist, 48, 1181-1209.

McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.

Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and Explanations. American Psychologist 54 (8), 594–604.

Section 2

ENC 0022 Final Exam Assessment Report – Spring 2018

Author: Joseph F. van Gaalen, Ph.D., Director, Assessment & Effectiveness

Florida SouthWestern State College's assessment plan includes collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. The FSW English Department uses a two-section final exam (written and objective) to test mastery of the subject in ENC 0022 *Writing for College Success*. The following report details the results for the final exam for ENC 0022 for the spring 2018 term.

The written section of the ENC 0022 final exam, worth 50% of the overall exam grade, is comprised of six rubric dimensions. They are Main Idea / Topic Sentence, Organization, Detail Sentences, Grammar, Mechanics / Spelling, and Concluding Sentence. Each is scored on a 4-point rubric (4-Above Average, 3-Average, 2-Needs Work, 1-Unacceptable). Artifacts from 83 students were reported for spring 2018 with 7 of 8 sections reporting objective sections and 6 of 8 reporting written sections. The mean scores for each rubric dimension are shown in Figure 1. A percentage of artifacts scoring a 3 or better is shown in Figure 2.
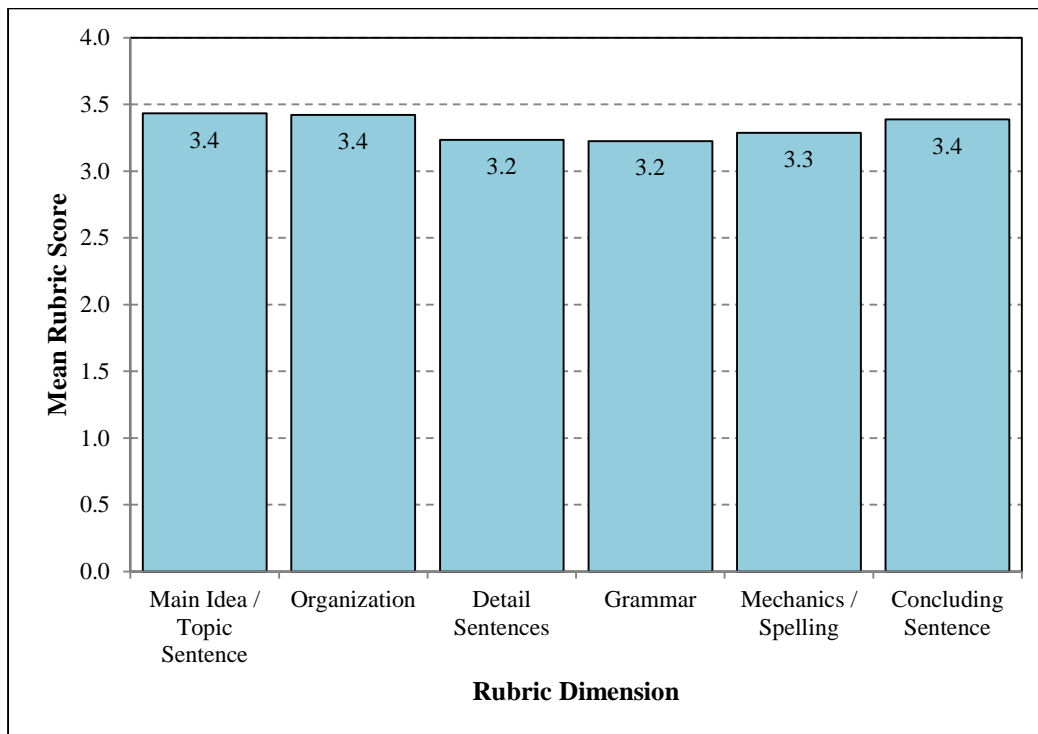
Figure 1. ENC 0022 Final Exam written section mean rubric scores for spring 2018.
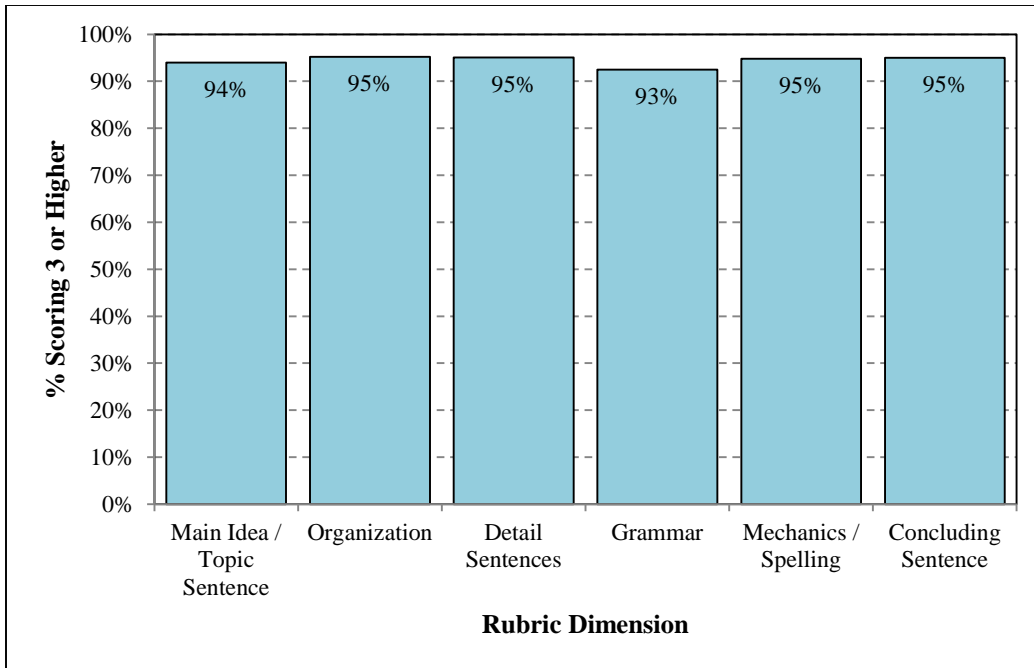
Figure 2. Percentage of spring 2018 artifacts scored 3 or higher on written section of ENC 0022 final exam.

While 83 artifacts were reported for the written section of the exam, only 68 common artifacts were reported for the objective section. The mean scores for each are reported in Figure 3. Differences in the means between written section and the objective section were tested for significance using a Welch's t-test according to standard methods[1,2,3,4] and were found to be statistically significantly different (t(134) = -7.60, p = 6.93x10^{-12}). Therefore, we can reject the null hypothesis that the difference in the means of the written and objective sections of the exam is equal to 0, and we can conclude with 95% confidence that the differences in scores are not solely due to chance.
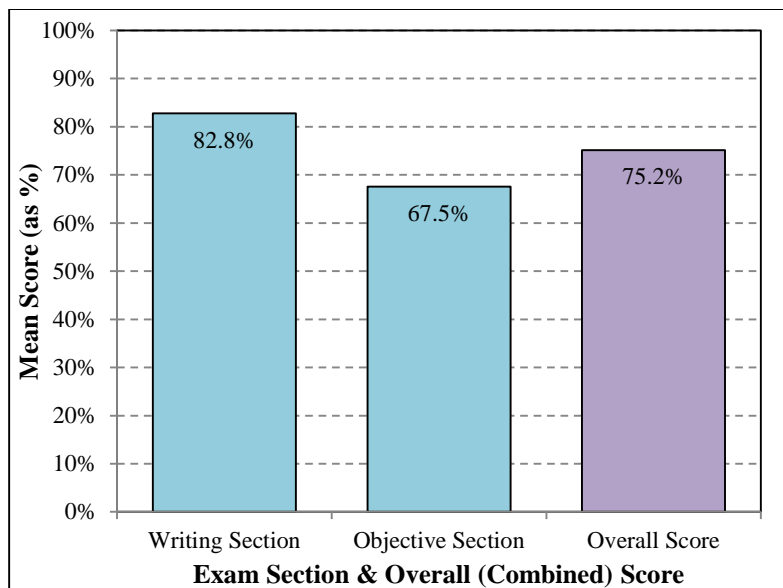
Figure 3. Mean scores by exam section and overall score for the spring 2018 ENC 0022 final exam.

Of the 68 common (objective & written) artifacts collected from the final exam, all originated from the compressed learning strategy version of the course. Normally, a comparison of mean scores by learning strategy is shown. As no artifacts originate from the modularized section, no comparison is completed.

A longitudinal study exhibits a varied level of achievement overall with a return to higher scores not seen since spring 2016. Spring 2018 term exam success rates range from 66-78% over the course of study. The lowest scoring term is spring 2017 while the highest is fall 2014.
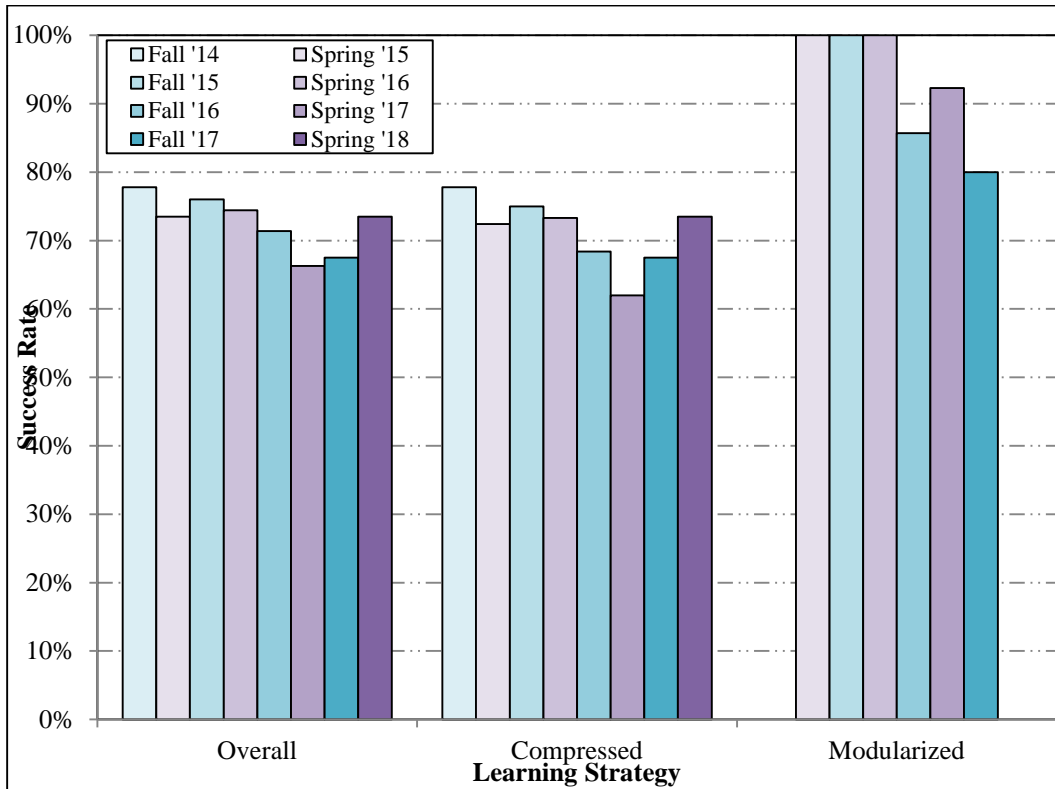
Figure 4. Comparison of ENC 0022 final exam success rates over time. Success rate is achievement at 70% or higher.

[1]Davis, J.C. 1973. Statistics and Data Analysis in Geology. John Wiley & Sons, New York, New York, 564 pp.
[2]McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.
[3]Siegel, S. 1956. Nonparametric statistics for the behavior sciences. McGraw-Hill, New York, New York, 312 pp.
[4]Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and Explanations. American Psychologist 54 (8), 594–604.

Section 3

Florida SouthWestern State College tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the developmental accountability plan to determine efficacy of developmental options and to inform course and program improvement. The following are the results for the spring 2018 term for ENC 0022 *Writing for College Success*.

Of the 146 students enrolled in ENC 0022 during spring 2018, 15 responded to the survey for a response rate of 10%, up from 9% in fall 2017, down from 11% in spring 2017, and 14% in both fall 2016 and spring 2016. Of the 15 respondents, 93% were enrolled in the traditional (compressed) classroom learning strategy, while 7% were enrolled in the computer assisted (modularized) learning strategy (Figure 1).
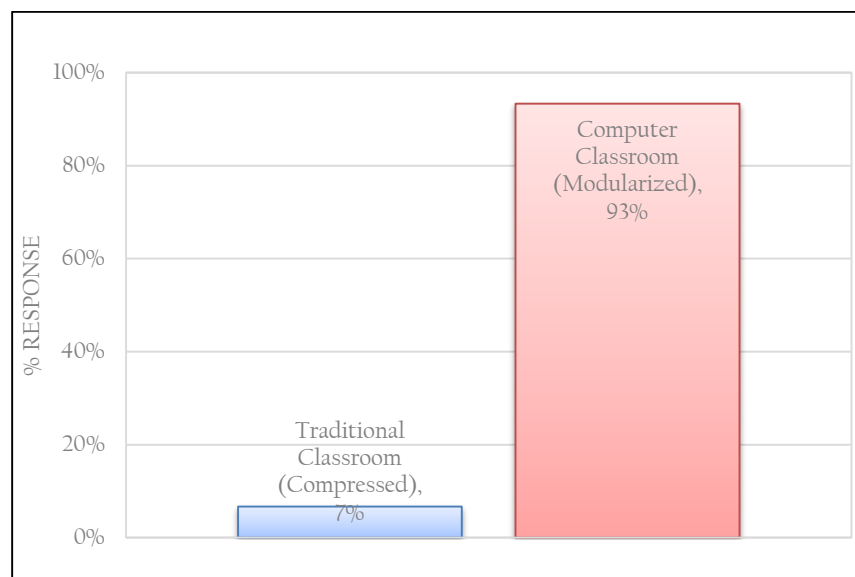

Figure 1. Response rate by learning strategy.

Questions 1 – 6 of the survey establish general statistics of the survey respondent such as class meeting times, gender, age group, etc. Questions 7 – 10 are Likert scale questions describing student perception of learning and achievement in various areas. The below are the prompts for Question #7 followed by the results in Figure 2.

> *Q7: I believe I have improved in the following areas since taking this English class.*
> *1. English Grammar*
> *2. Punctuation*
> *3. Sentence skills*
> *4. Essay writing*
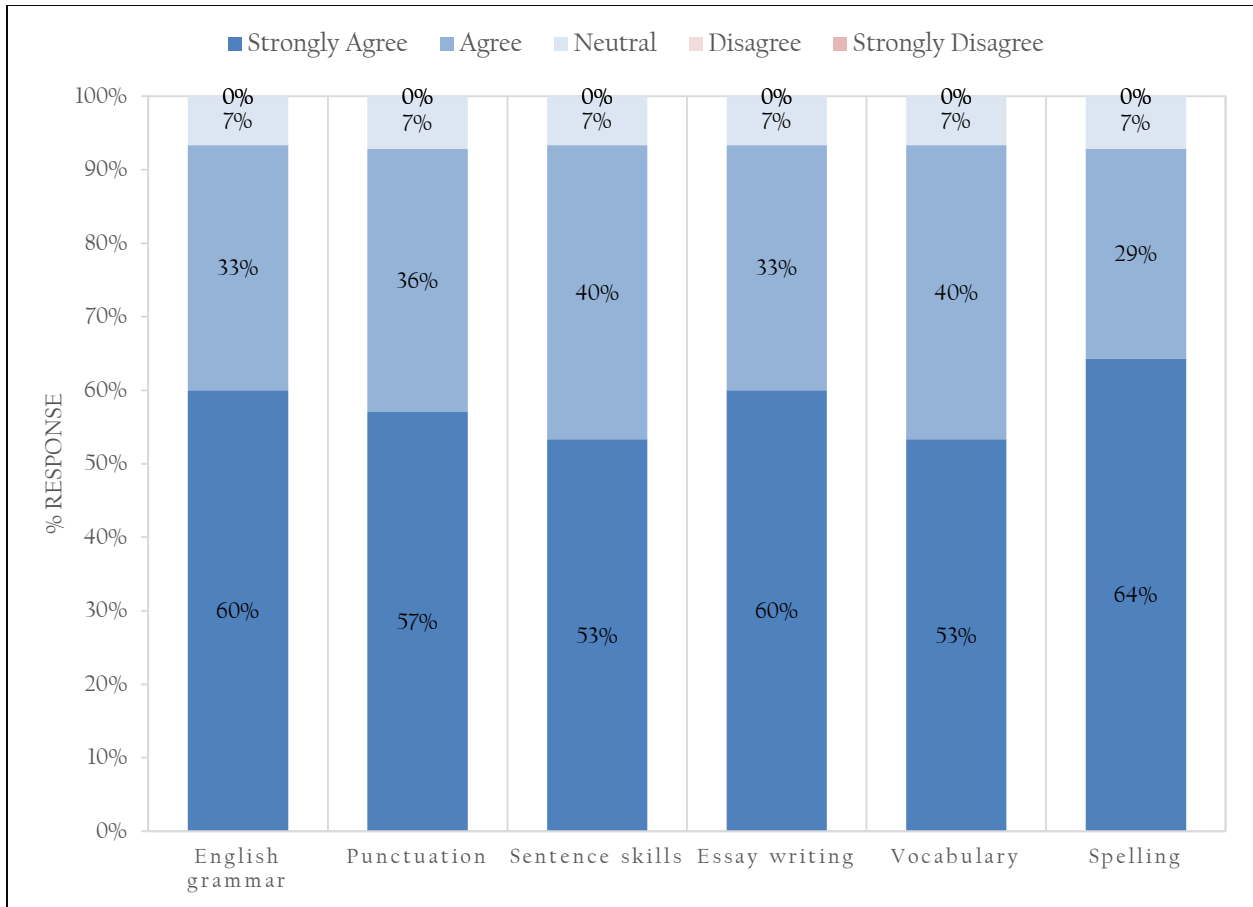> *5. Vocabulary*
> *6. Spelling*

Figure 2. Responses to Question #7 " I believe I have improved in the following areas since taking this English class."

All six areas exhibit positive responses (Agree or Strongly Agree) of 90% or higher. All questions exhibit positive response rates of 93%. No question exhibits any negative response rates (Disagree or Strongly Disagree).

The below are prompts for Question #8 followed by the results in Figure 3.

> *Q8: I believe I have benefited from the following aspects of the Academic Support Writing Center this semester.*
>   *1. The resources available in the Writing Center*
>   *2. The instructional assistants*
>   *3. The access to computers*
>   *4. The programs on the computers*
>   *5. The hours the Writing Center was open and available to me*
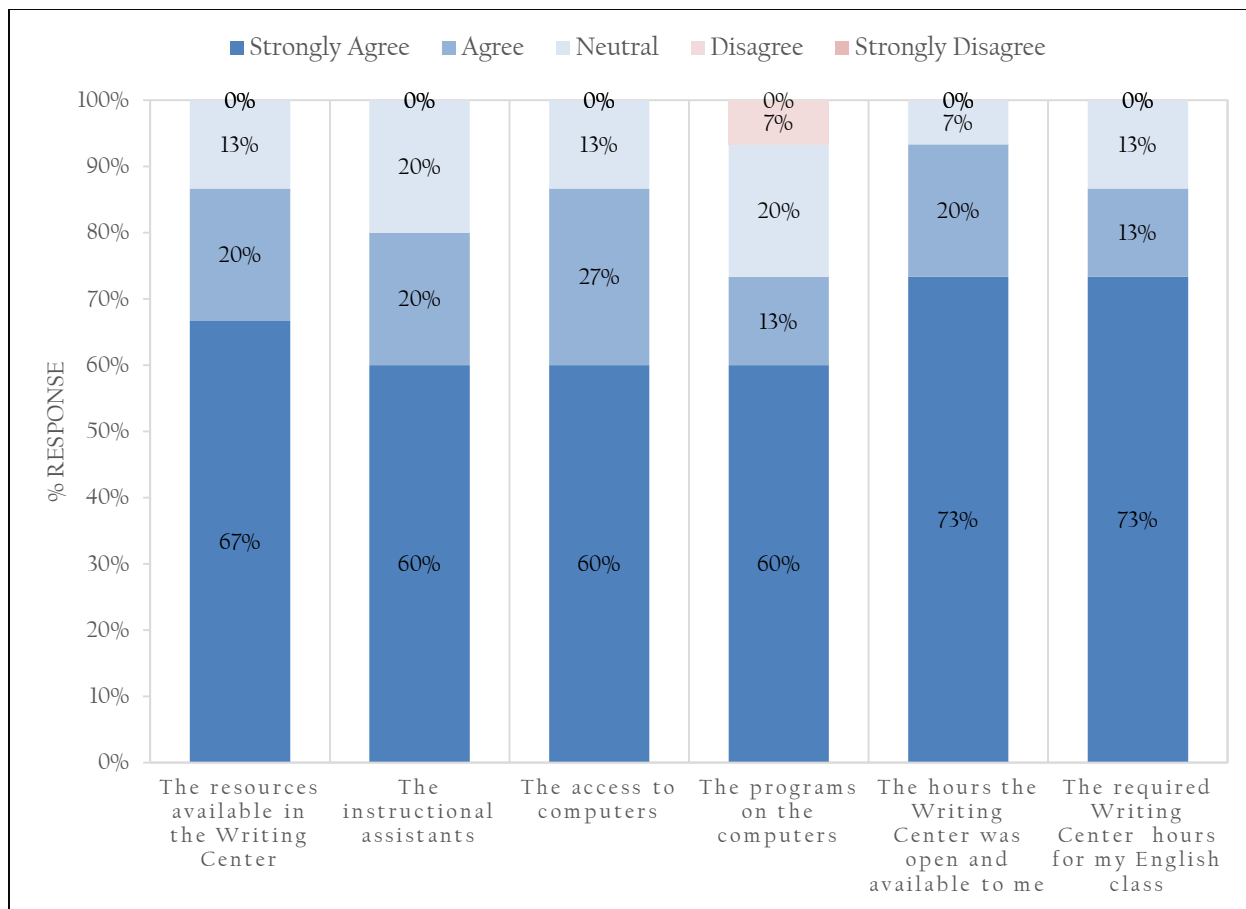>   *6. The required Writing Center hours for my English class*

Figure 3. Responses to Question #8 "I believe I benefited from the following aspects of the Academic Support Writing Center this semester."

All six areas exhibit positive responses (Agree or Strongly Agree) of 70% or better. Question 8-5 ("The hours the Writing Center was open and available to me") exhibits the highest positive response rate at 93%. The largest negative response rate (Disagree or Strongly Disagree) is Q8-4 ("The programs on the computers") at 7%.

The below are the prompts for Question #9 followed by the results in Figure 4.

> *Q9: I was satisfied with the following aspects of my English class this semester.*
>   *1. The information on the course syllabus*
>   *2. The content of the course textbook*
>   *3. The McGraw-Hill Connect computer component*
>   *4. The amount of homework assigned*
>   *5. The number of tests*
>   *6. The number of written assignments*
>   *7. The length of time in class*
>   *8. The frequency of class meetings*
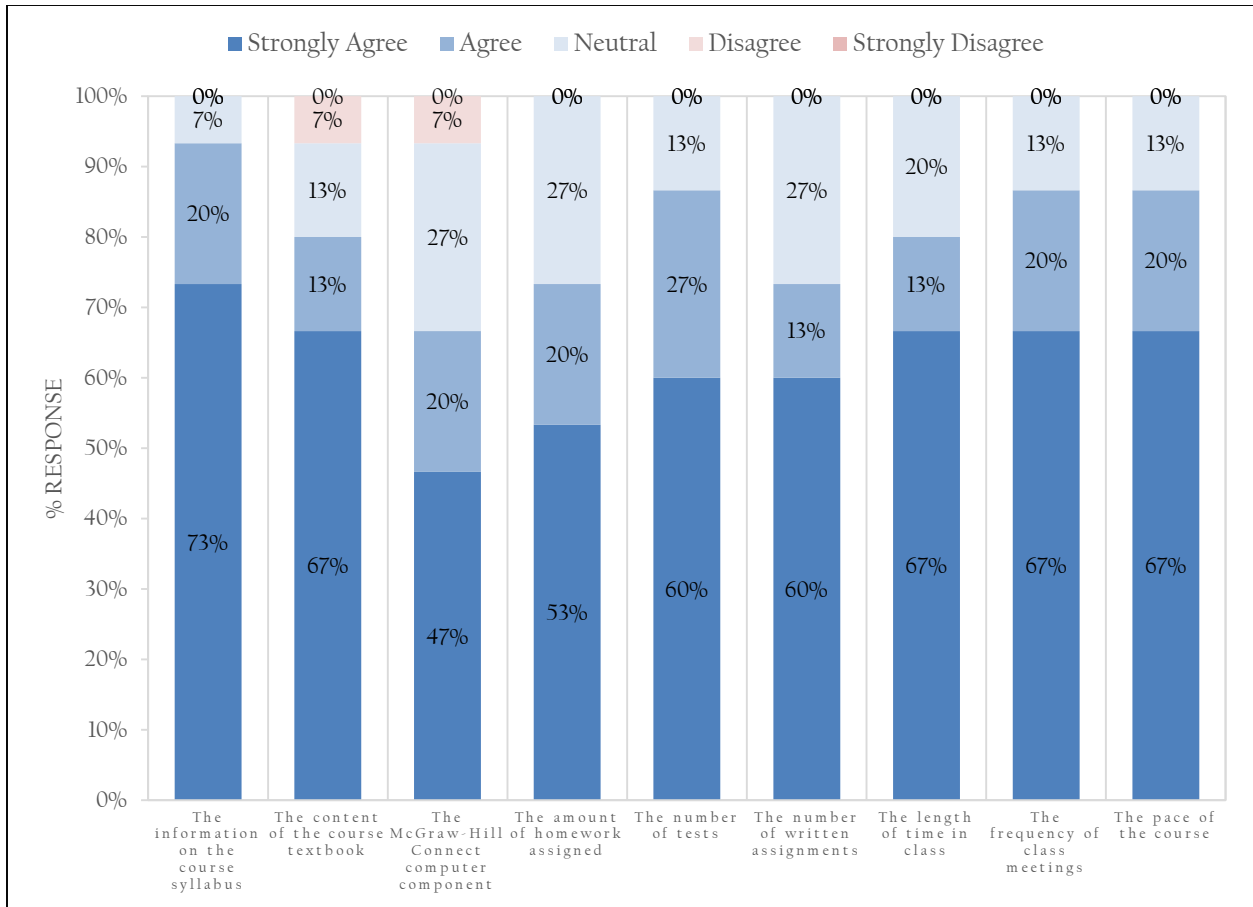>   *9. The pace of the course*

Figure 4. Responses to Question #9 "I was satisfied with the following aspects of my English class this semester."

All areas exhibit positive responses (Agree or Strongly Agree) of 65% or better. Question 9-1 ("The information on the course syllabus") exhibits a highest positive response rate at 93%. Questions 9-2 ("The content of the course textbook") and Q9-3 ("The McGraw-Hill Connect computer component") exhibit the highest negative response rates at 7%.

The below are the prompts for Question #10 followed by the results in Figure 5.

> *Q10: This English course prepared me for:*
>   *1. The writing I will do in college*
>   *2. The expectations of college courses*
>   *3. The time management I must have in college*
>   *4. The skills I need to take tests in college*
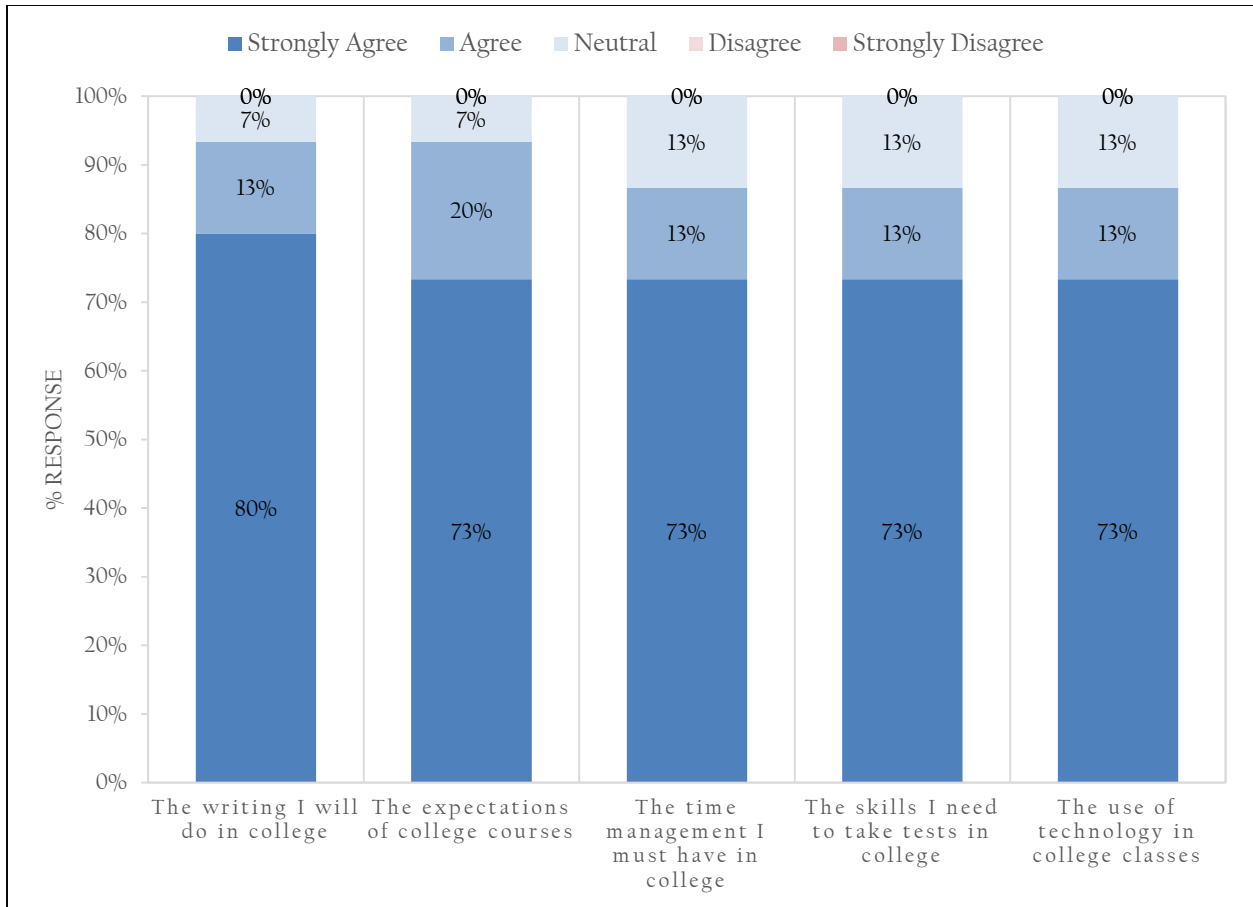>   *5. The use of technology in college classes*

Figure 5. Responses to Question #10 "This English course prepared me for:"

All five areas exhibit positive responses (Agree or Strongly Agree) of 85% or better. Questions 10-1 ("The writing I will do in college") and Q10-2 ("The expectations of college courses") exhibit the highest positive response rates at 93%. No question exhibits any negative response rates (Disagree or Strongly Disagree).

A tabulation of positive responses (Strongly Agree or Agree) and comparison based on learning strategy would normally be included here. However, of the 15 responses, 14 reported from compressed sections while only one reported from modularized sections making statistical significance tests yield limited accuracy (de Winter, 2013) and so no comparisons were conducted.

Table 1 shows positive response rates (Agree or Strongly Agree) for each of the survey prompts over time beginning fall 2014 through spring 2018. Note that comparison from fall-to-spring is less useful as assessment reports across multiple course level and program level assessments at FSW typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see http://www.fsw.edu/facultystaff/assessment/history for further details). Of the 26 questions, 26 exhibit decreases from spring-to-spring.

	Fall 2014 n=65	Spring 2015 n=35	Fall 2015 n=36	Spring 2016 n=19	Fall 2016 n=27	Spring 2017 n=16	Fall 2017 n=18	Spring 2018 n=15
Question 7 – Prompt: I believe I have improved in the following areas since taking this English class.								
English grammar	69%	94%	85%	100%	85%	100%	78%	**93%**
Punctuation	75%	91%	85%	95%	80%	100%	78%	**93%**
Sentence skills	77%	97%	85%	100%	80%	100%	78%	**93%**
Essay writing	75%	97%	91%	100%	84%	100%	83%	**93%**
Vocabulary	65%	88%	76%	100%	76%	100%	56%	**93%**
Spelling	67%	81%	85%	95%	76%	100%	50%	**93%**
Question 8 – Prompt: I benefited from the following aspects of the Academic Support Writing Center this semester.								
The resources available in the Writing Center	75%	78%	80%	84%	85%	94%	72%	**87%**
The instructional assistants	80%	81%	77%	89%	80%	87%	67%	**80%**
The access to computers	80%	91%	74%	89%	80%	100%	72%	**87%**
The programs on the computers	74%	75%	77%	74%	76%	88%	72%	**73%**
The hours the Writing Center was open and available to me	86%	94%	83%	95%	80%	100%	61%	**93%**
The required Writing Center hours for my English class	85%	84%	81%	74%	76%	100%	53%	**87%**
Question 9 – Prompt: I was satisfied with the following aspects of my English class this semester.								
The information on the course syllabus	78%	88%	83%	100%	80%	100%	67%	**93%**
The content of the course textbook	67%	91%	75%	100%	84%	100%	47%	**80%**
The McGraw-Hill Connect computer component	52%	75%	64%	84%	64%	88%	39%	**67%**
The amount of homework assigned	75%	88%	83%	100%	76%	100%	67%	**73%**
The number of tests	75%	91%	83%	95%	80%	100%	78%	**87%**
The number of written assignments	75%	91%	85%	100%	76%	100%	78%	**73%**
The length of time in class	74%	91%	86%	95%	84%	100%	67%	**80%**
The frequency of class meetings	77%	91%	86%	89%	84%	100%	83%	**87%**
The pace of the course	72%	91%	75%	100%	84%	100%	78%	**87%**
Question 10 – Prompt: This English course prepared me for:								
The writing I will do in college	77%	94%	81%	89%	88%	100%	78%	**93%**
The expectations of college courses	77%	88%	81%	100%	88%	100%	78%	**93%**
The time management I must have in college	77%	91%	81%	100%	80%	100%	78%	**87%**
The skills I need to take tests in college	75%	84%	83%	95%	88%	100%	78%	**87%**
The use of technology in college classes	67%	88%	72%	95%	76%	94%	72%	**87%**

Table 1. Positive (Agree or Strongly agree) response rates over time. Increases from fall-to-fall noted in green text, declines in red.

References:

de Winter, J.C.F. 2013. Using the Student's T-Test with Extremely Small Sample Sizes. Practical Assessment, Research, and Evaluation, 18(10), 1-12.

Section 4

Florida SouthWestern State College's assessment plan includes collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. The FSW Math Department uses a 38-question final exam to test mastery of the subject in MAT 0057 *Mathematics for College Success*. This 38-question exam is new for spring 2018. Previously a 45-question exam was used (last used summer 2017 as fall 2017 assessment was cancelled due to Hurricane Irma). The following report details the results for the final exam for MAT 0057 for the spring 2018 term.

During spring 2018, 21 course sections were offered. Of those, 20 sections submitted verified results. One course section from the Charlotte campus did not report results. In the 20 reporting sections, 230 artifacts from the final exam were collected with all sections originating from the modularized learning strategy version of the course. A distribution of the artifact scores can be found in Figure 1. The data exhibit a mode centered on 32/38, mean score of 27.0, and standard deviation of 7.02.
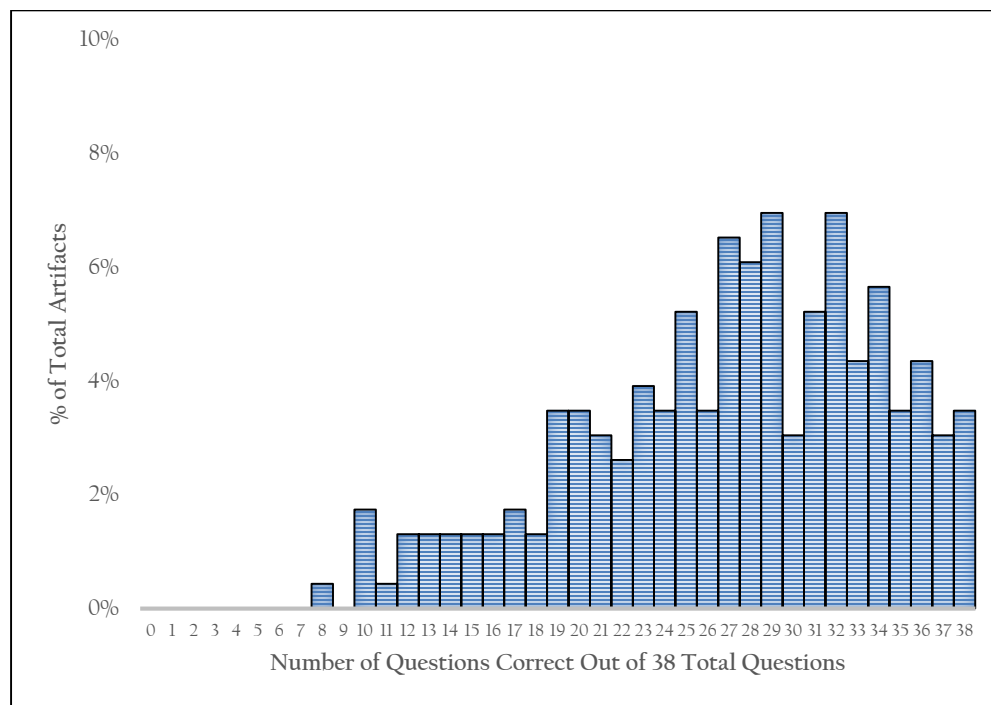

Figure 1. MAT 0057 final exam score distribution for spring 2018 (n=230).

A comparison of mean scores by learning strategy has historically been a part of this report. However, beginning with AY 2017-2018, all MAT 0057 sections are offered in a modularized format. As a result, comparisons by learning strategy are no longer provided here.

Of the 55 artifacts from the final exam, 8 originated from the Charlotte campus, 47 from the Collier campus, 4 from the Hendry-Glades Center, and 171 from the Thomas Edison (Lee) campus. A comparison of mean scores by campus is shown in Figure 2. Differences in the means between sites are tested for significance using a ANOVA according to standard methods[1,2,3,4]. Results of the ANOVA exhibit

no statistically significant difference between sites [p=0.885]. Therefore, we cannot reject the null hypothesis that the mean combined rubric scores at each site are equal to each other and we cannot conclude with a 95% confidence that the differences in scores are not solely due to chance. A longitudinal study exhibits a general stable trend in overall success rates (Figure 3).
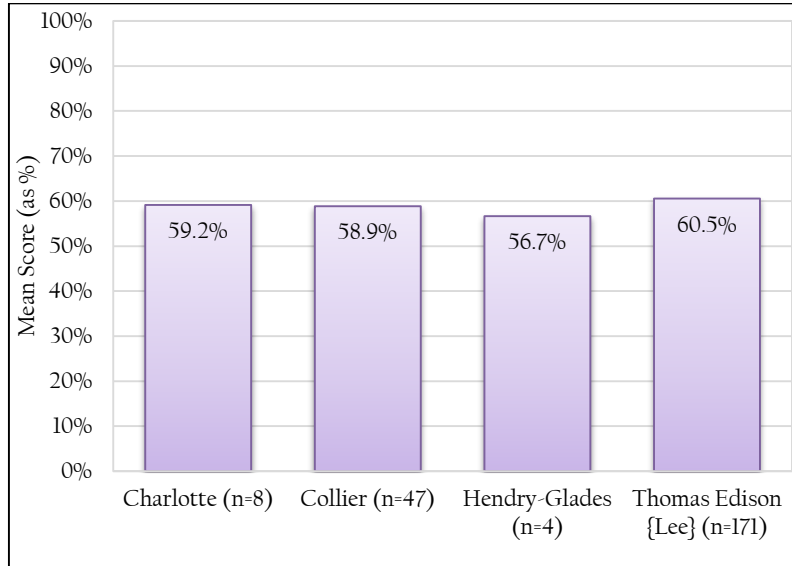

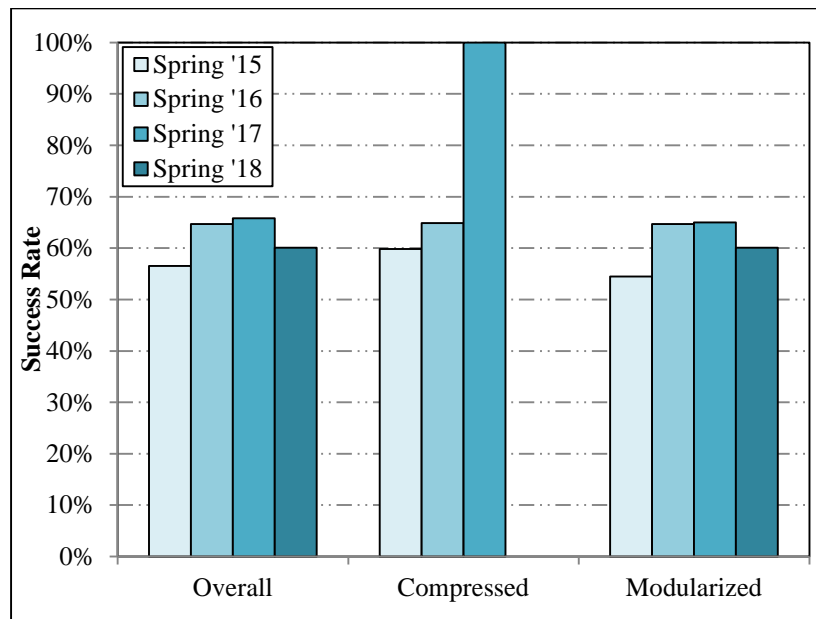**Figure 2. Comparison of MAT 0057 Final exam (mastery exam) scores by site.**

Figure 3. Comparison of MAT 0057 final exam success rates over time. Success rate is achievement at 70% or higher. *All sections are modularized beginning Fall 2017.

[1]Davis, J.C. 1973. Statistics and Data Analysis in Geology. John Wiley & Sons, New York, New York, 564 pp.
[2]McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.
[3]Siegel, S. 1956. Nonparametric statistics for the behavior sciences. McGraw-Hill, New York, New York, 312 pp.
[4]Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and
    Explanations. American Psychologist 54 (8), 594–604.

Section 5

Florida SouthWestern State College tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the developmental accountability plan to determine efficacy of developmental options and to inform course and program improvement. The following are the results for the spring 2018 term for MAT 0057 *Mathematics for College Success* where all sections of the course were modularized versions of the course.

Of the 424 students enrolled in MAT 0057 during spring 2018, 69 responded to the survey for a response rate of 16%. Historical response rates for comparison are shown below.

- ✓ Spring 2018: 16%
- ✓ Fall 2017: 17%
- ✓ Spring 2017: 18%
- ✓ Fall 2016: 15%

Questions 1 – 7, and 9 of the survey establish general statistics of the survey respondent such as class meeting times, gender, age group, etc. Questions 8, and 10-12 are Likert scale questions describing student perception of learning and achievement in various areas. The below are the prompts for Question #8 followed by the results in Figure 1.

Q8: I believe I have improved in the following areas since taking this Math class.
1. I am better at Math
2. Math is less scary
3. Math makes more sense to me
4. Math is easier for me
5. I have learned how to manage my time appropriately to succeed in math
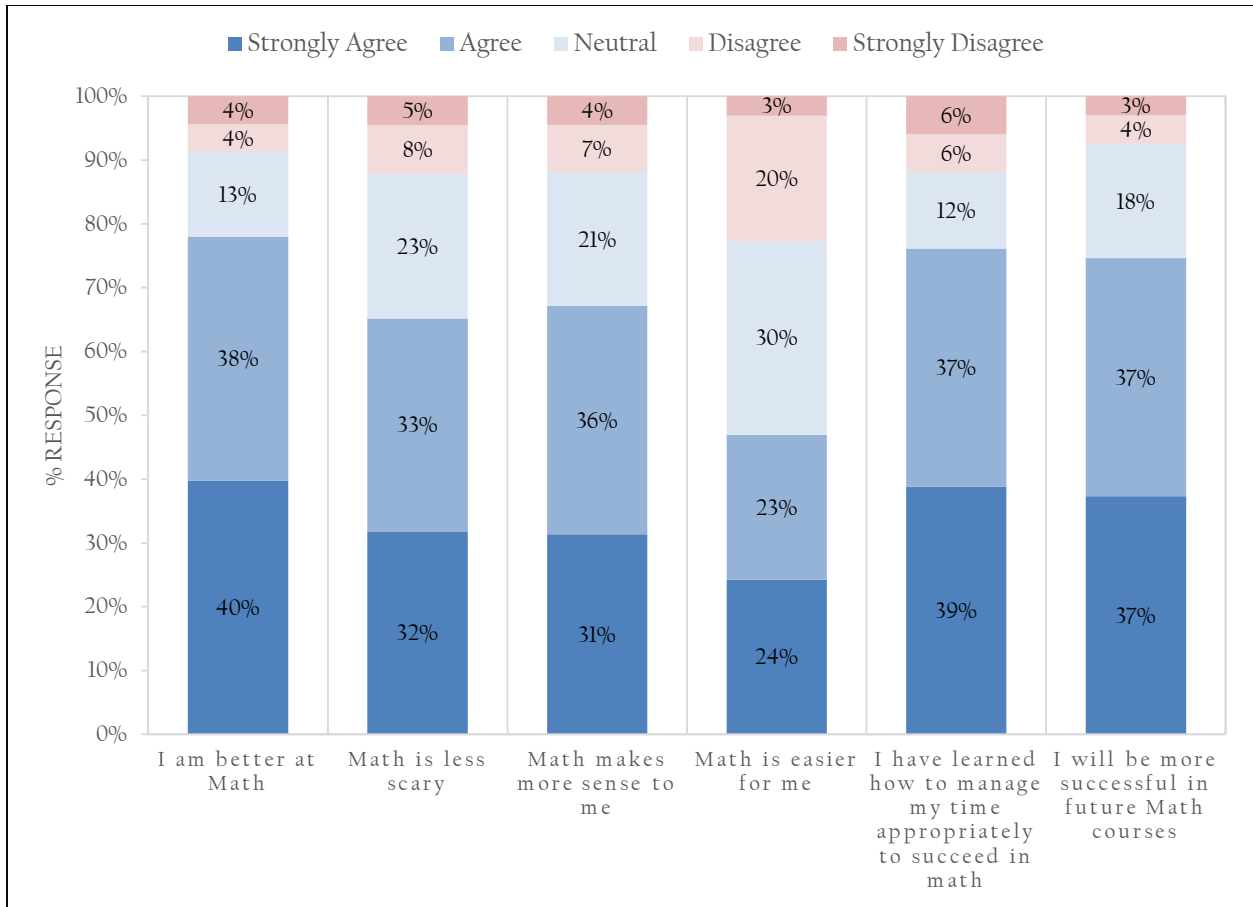*6. I will be more successful in future Math courses*

Figure 1. Responses to Question #8 " I believe I have improved in the following areas since taking this Math class."

All six areas exhibit positive responses (Agree or Strongly Agree) of 60% or better. Question 8-1 ("I am better at Math") exhibits the highest positive response rate at 78%. Question 8-4 ("Math is easier for me") exhibits the lowest positive response rate at 47%, which is on par with historical trends. No question exhibits negative response rates (Disagree or Strongly Disagree) higher than the 23% found for Question 8-4.

The below are the prompts for Question #10 followed by the results in Figure 2.

Q10: I benefited from the following aspects of the Math Academic Support Center this semester.
   1. The resources available in the Math Center
   2. The instructional assistants
   3. The access to computers
   4. The programs on the computers
   5. The hours the Math Center was open and available to me
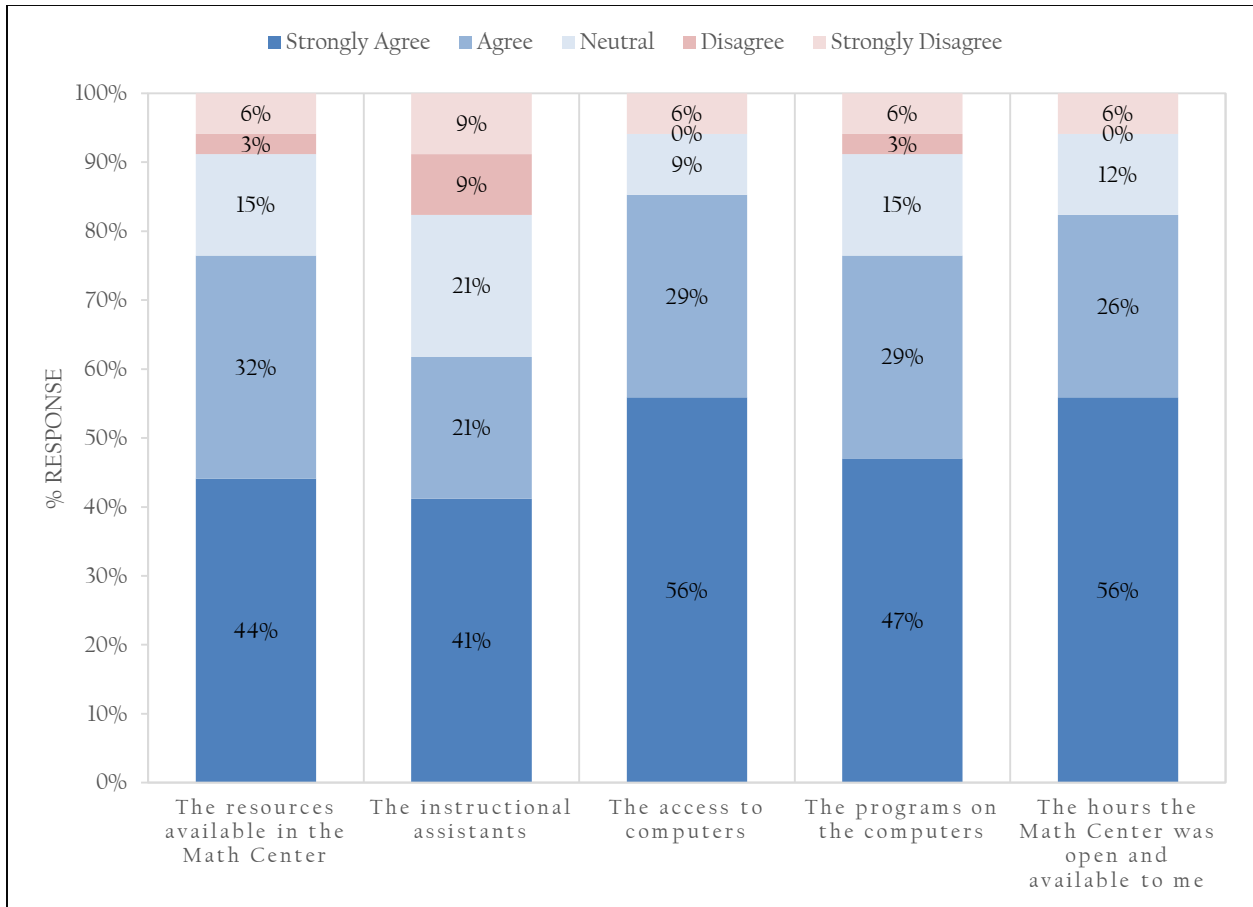
Figure 2. Responses to Question #10 "I benefited from the following aspects of the Math Academic Support Center this semester."

All five areas exhibit positive responses (Agree or Strongly Agree) of 60% or better. Question 10-3 ("The access to computers") exhibits the highest positive response rate, at 85%. Question 10-2 ("The instructional assistants") exhibits the lowest positive response rate at 62%. No question exhibits negative response rates (Disagree or Strongly Disagree) higher than 18% found for Question 10-2.

The below are the prompts for Question #11 followed by the results in Figure 3.

> *Q11: I was satisfied with the following aspects of my Math class this semester.*
> *1. The frequency of class meetings*
> *2. The information on the course syllabus*
> *3. The online homework with MyMathLabs Plus*
> *4. The amount of homework assigned*
> *5. The clarity of the explanations within the MyLabsPlus site*
> *6. The number of tests*
> *7. The length of time in class*
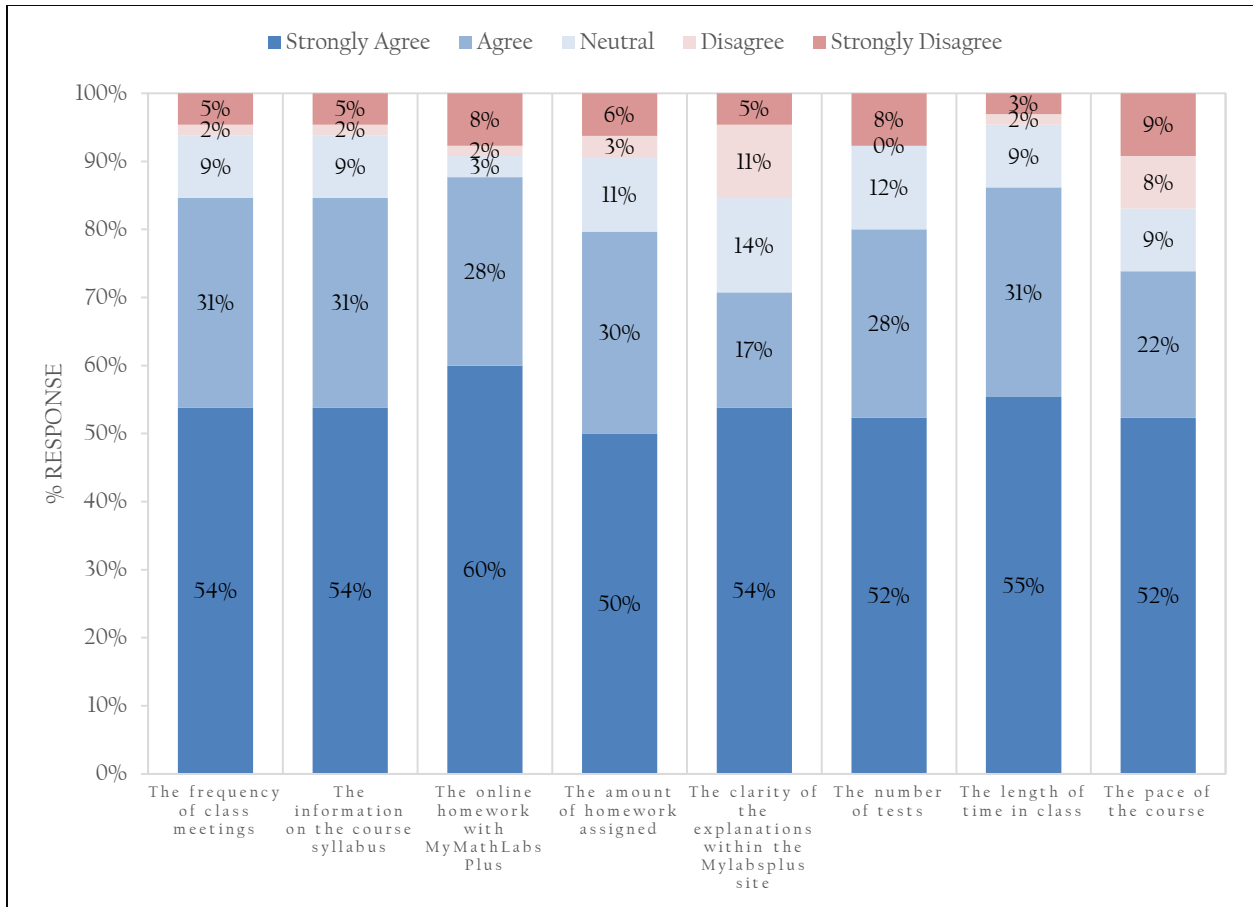> *8. The pace of the course*

Figure 3. Responses to Question #11 "I was satisfied with the following aspects of my Math class this semester."

All eight areas exhibit positive responses (Agree or Strongly Agree) of 70% or better. Question 11-3 ("The online homework with MyMathLabs Plus") exhibits the highest positive response rate at 88%. Question 11-5 ("The clarity of the explanations within the MyLabsPlus site") exhibits the lowest positive response rate at 71%. No question exhibits negative response rates (Disagree or Strongly Disagree) higher than 17% found for 11-8 ("The pace of the course").

The below are the prompts for Question #12 followed by the results in Figure 4.

> *Q12: This Math course prepared me for:*
> *1. The next Math classes I will take*
> *2. The time management I must have in college*
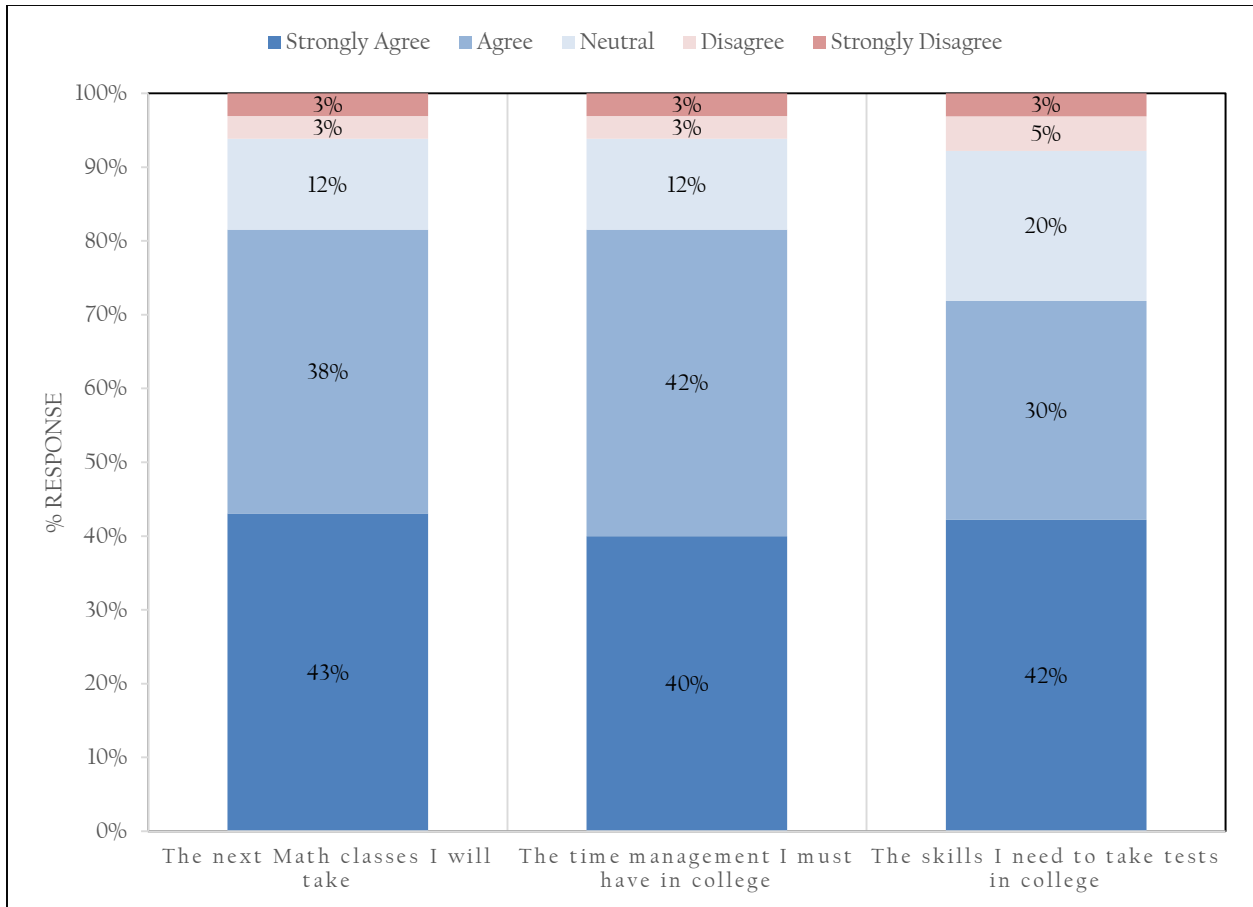> *3. The skills I need to take tests in college*

Figure 4. Responses to Question #12 "This Math course prepared me for:"

All three areas exhibit positive responses (Agree or Strongly Agree) of 70% or better. Question 12-2 ("The time management I must have in college") exhibits the highest positive response rate at 82%. Question 12-3 ("The skills I need to take tests in college") exhibits the lowest positive response rate at 72%. No question exhibits negative response rates (Disagree or Strongly Disagree) higher than 8% found for 12-3.

Table 1 shows positive response rates (Agree or Strongly Agree) for each of the survey prompts over time beginning fall 2014 through spring 2018. Note that comparison from fall-to-spring is less useful as assessment reports across multiple course level and program level assessments at FSW typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see http://www.fsw.edu/facultystaff/assessment/history for further details). Of the 22 questions, 13 of 22 exhibit increases compared to the previous like term. Questions 8-5 and 11-4 exhibit increases of 10% or greater.

	F '14 n=265	Sp '15 n=137	Su '15 n=73	F '15 n=120	Sp '16 n=91	Su '16 n=50	F '16 n=93	Sp '17 n=67	Su '17 n=29	F '17 n=100	Sp '18 n=69
Question 8 – Prompt: I believe I have improved in the following areas since taking this Math class.											
I am better at Math	62%	74%	81%	69%	71%	74%	74%	76%	90%	64%	**78%**
Math is less scary	54%	59%	69%	63%	63%	60%	70%	65%	69%	60%	**65%**
Math makes more sense to me	63%	65%	78%	65%	69%	67%	73%	62%	76%	53%	**67%**
Math is easier for me	52%	53%	69%	52%	55%	56%	58%	59%	79%	45%	**47%**
I have learned how to manage my time appropriately to succeed in math	63%	65%	74%	69%	66%	66%	71%	61%	69%	62%	**76%**
I will be more successful in future Math courses	70%	71%	84%	77%	73%	72%	78%	70%	79%	69%	**75%**
Question 10 – Prompt: I benefited from the following aspects of the Math Academic Support Center this semester.											
The resources available in the Math Center	59%	80%	83%	76%	79%	85%	88%	81%	79%	83%	**76%**
The instructional assistants	57%	73%	83%	75%	77%	78%	79%	81%	71%	79%	**62%**
The access to computers	72%	86%	77%	81%	83%	85%	85%	89%	79%	82%	**85%**
The programs on the computers	68%	76%	77%	71%	69%	81%	81%	86%	64%	80%	**76%**
The hours the Math Center was open and available to me	68%	84%	90%	79%	85%	74%	90%	89%	79%	86%	**82%**
Question 11 – Prompt: I was satisfied with the following aspects of my Math class this semester.											
The frequency of class meetings	72%	85%	86%	81%	77%	82%	83%	77%	82%	71%	**85%**
The information on the course syllabus	78%	84%	89%	80%	76%	76%	86%	79%	82%	76%	**85%**
The online homework with MyMathLabs Plus	77%	84%	81%	74%	61%	56%	85%	81%	86%	80%	**88%**
The amount of homework assigned	69%	69%	67%	70%	69%	62%	80%	69%	75%	66%	**80%**
The clarity of the explanations within the MyLabsPlus site	51%	73%	70%	61%	70%	76%	70%	70%	75%	70%	**71%**
The number of tests	77%	78%	85%	73%	72%	68%	84%	79%	79%	77%	**80%**
The length of time in class	76%	84%	79%	79%	81%	78%	87%	77%	78%	78%	**86%**
The pace of the course	64%	67%	69%	67%	68%	61%	72%	69%	70%	64%	**74%**
Question 12 – Prompt: This Math course prepared me for:											
The next Math classes I will take	71%	75%	85%	68%	83%	70%	80%	70%	79%	71%	**82%**
The time management I must have in college	71%	71%	81%	69%	73%	68%	76%	76%	82%	71%	**82%**
The skills I need to take tests in college	70%	68%	82%	68%	79%	66%	75%	70%	64%	64%	**72%**

Table 1. Positive (Agree or Strongly agree) response rates over time. Increases from fall-to-fall, spring-to-spring, or summer-to-summer noted in green text, declines in red.

Section 6

MAT 0058 Final Exam Assessment Report – Spring 2018
Author: Joseph F. van Gaalen, Ph.D., Director, Assessment & Effectiveness

Florida SouthWestern State College's assessment plan includes collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. The FSW Math Department uses a 38-question final exam to test mastery of the subject in MAT 0057 *Mathematics for College Success* and MAT 0058 *Mathematics for College Success Module Completion*. The following report details the results for the final exam for MAT 0058 for the spring 2018 term, which will be the last assessed before the course is removed from the course catalog.

During spring 2018, thirteen course sections were offered. Of those, five sections submitted results. In the five reporting sections, 28 artifacts from the final exam were collected from with all 28 originating from a modularized section. A distribution of the artifact scores can be found in Figure 1. The data exhibit a distribution centered on 26/38 (68%).
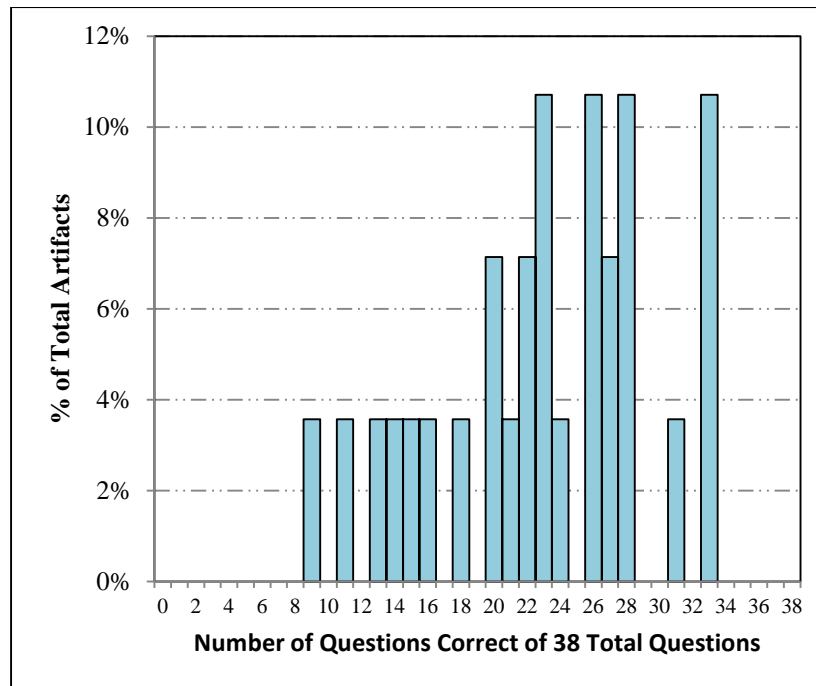

Figure 1. MAT 0058 final exam score distribution for spring 2018.

A comparison of mean scores by learning strategy would normally be shown here, however, all reported data originates from modularized sections.

Success rates based on achievement at the 50%, 70%, and 90% level were compiled (Figure 2). The percentage of artifacts scored 50% or better on the final exam is 57% overall (recall all collected data are modularized). The percentage of artifacts scored 70% or better on the final exam is 11% overall. The percentage of artifacts scored 90% or better on the final exam is 0% overall.
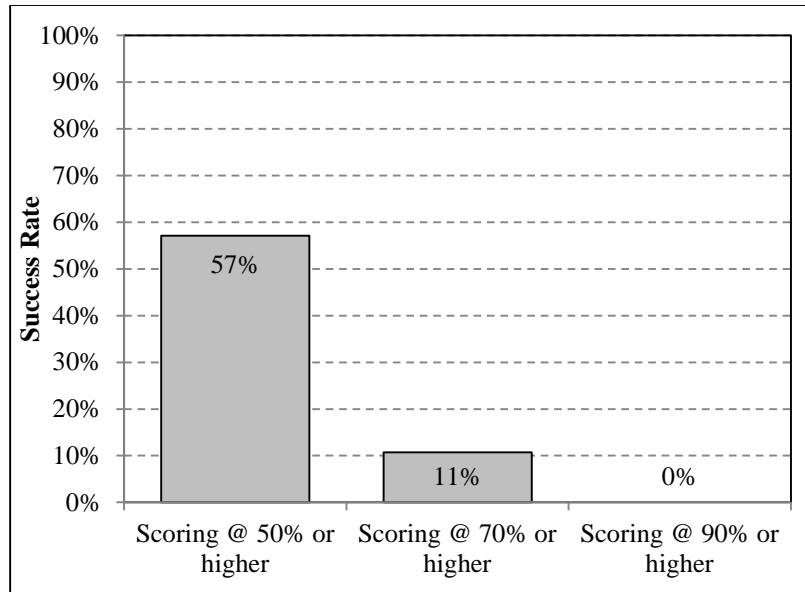
Figure 2. Comparison of MAT 0058 final exam success rates at scores of 50% or higher, 70% or higher, and 90% or higher.

Of the 28 artifacts from the final exam, 0 originated from the Charlotte campus, 1 from the Collier campus, 0 from the Hendry-Glades Center, and 13 from the Thomas Edison (Lee) campus. A comparison of mean scores by campus is shown in Figure 3. Typically, an ANOVA is completed to test for statistical significance. However, since sample size is limited, no ANOVA was completed.
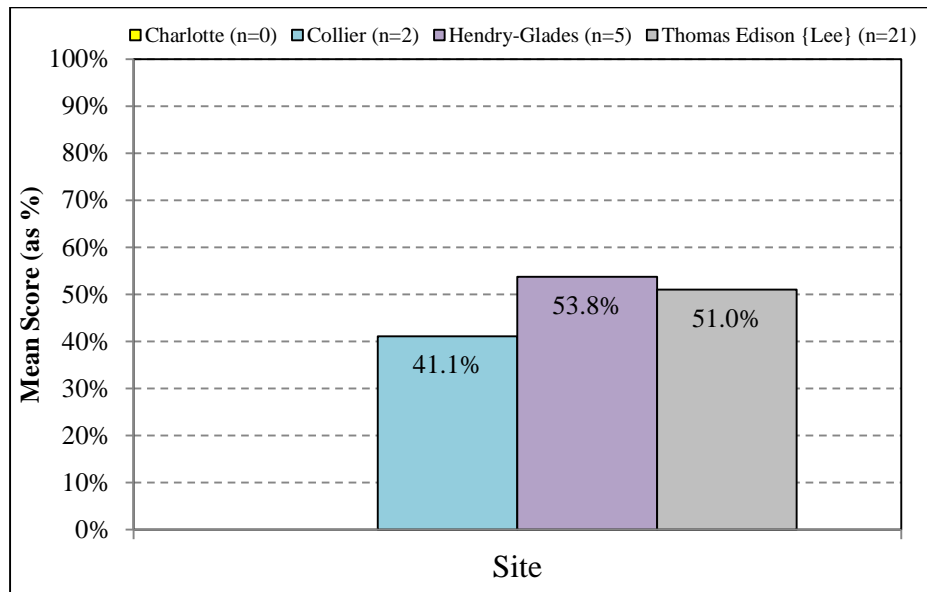

Figure 3. Comparison of MAT 0058 Final exam (mastery exam) scores by site for spring 2018.

A longitudinal study exhibits no discernible trend. Results appear to be highly variable over time. See Figure 4 for details.
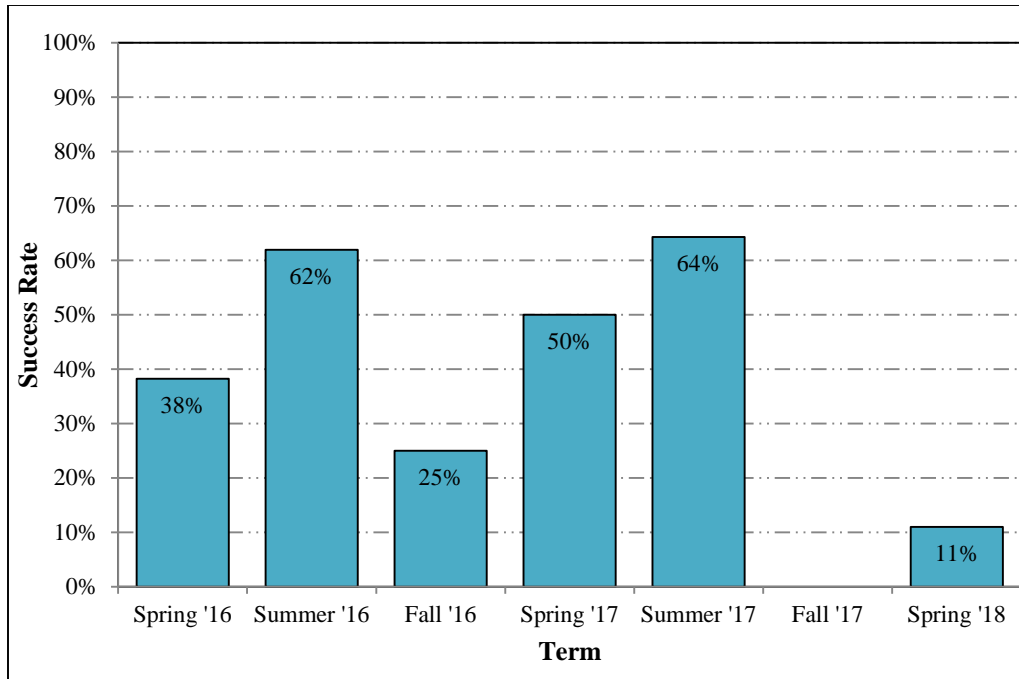
Figure 4. Comparison of MAT 0058 final exam success rates over time. Note that no assessment was conducted in fall 2017 due to Hurricane Irma.

Section 7

Florida SouthWestern State College's assessment plan includes collection of achievement data to determine the efficacy of the developmental options and to inform course and program improvement. The learning outcome: *Students will read at a post-secondary level that correlates with college success by the completion of the Developmental Reading sequence*, is measured through the comparison of pre- and post-tests conducted using the Townsend Press College Reading Test as an assessment within REA 0019 *Reading for College Success*. The following report details the results for Townsend Press College Reading Test for the spring 2018 term.

In a comparison of pre-test to post-test results, the mean scores increased across all rubric criterion as well as the overall score (Figure 1). The difference in the means of the overall score from pre-to-post test scores was tested for significance using a paired means t-test according to standard methods[1,2,3,4]. The paired means t-test results indicate a statistically significant improvement from 27.8 to 29.3 (t(104)=2.60, p=0.011). Therefore, we can reject the null hypothesis that the difference in the means of the overall scores of the pre- and post-test scores is equal to 0, and we can conclude this with a 95% confidence that the differences in scores are not solely due to chance. A distribution of overall scores from pre-to-post test can be found in Figure 2.
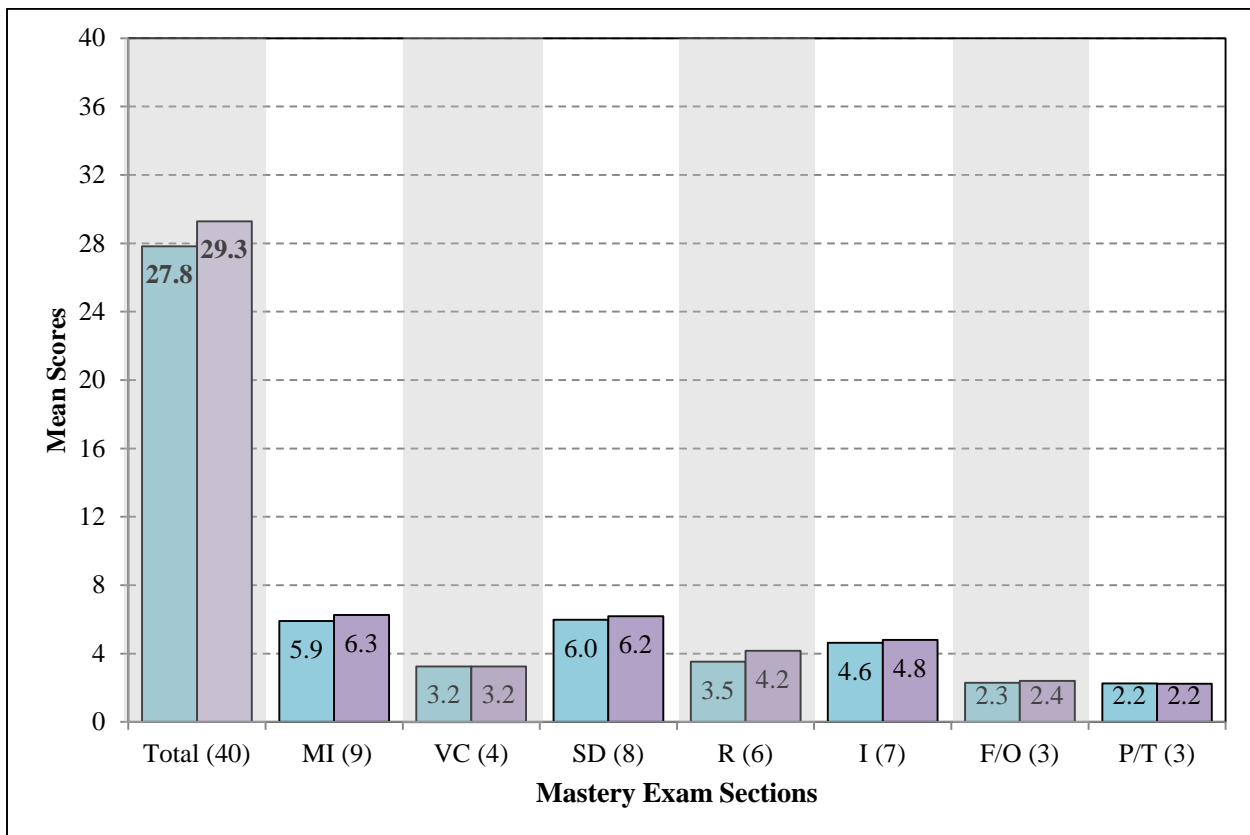

Figure 1. Comparison of pre- (aqua) and post-test (purple) achievement for the Townsend Press College Reading Test (serving as the course mastery exam) conducted during the spring 2018 semester in REA 0019 courses. MI: Main Idea (9 points), VC: Vocabulary (4 points), SD: Supporting Details (8 points), R: Relationships (6 points), I: Inferences (7 points), F/O: Fact/Opinion (3 points), and P/T: Purpose/Tone (3 points) for a total of 40 possible points.
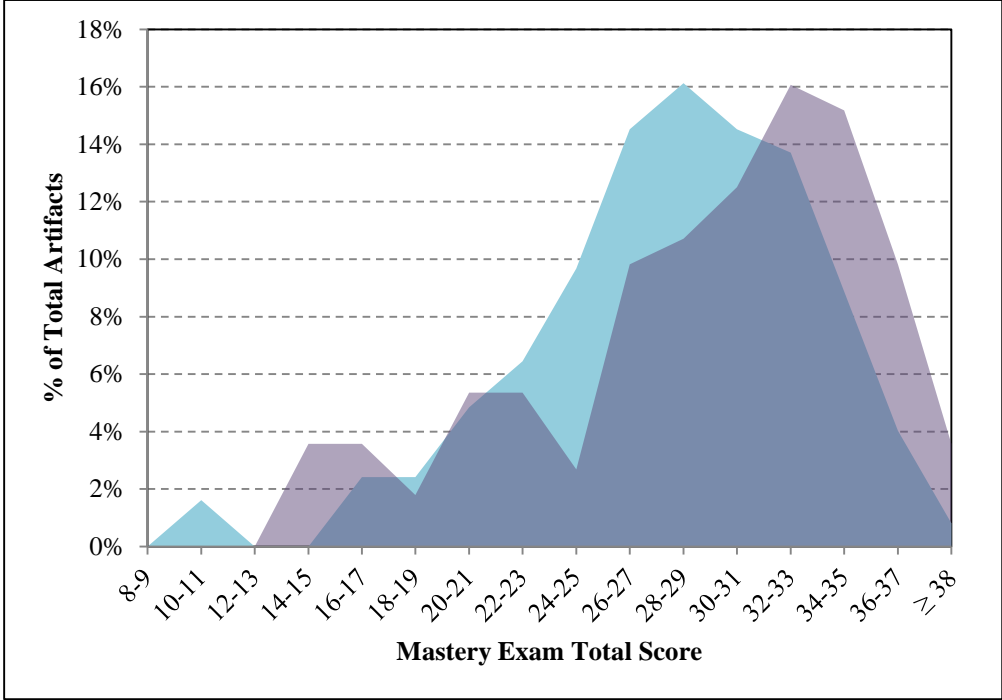
Figure 2. Distribution of pre- (aqua) and post-test (purple) scores for the Townsend Press College Reading Test (serving as the course mastery exam) conducted during the spring 2018 semester in REA 0019 courses.

A comparison of pre-test to post-test results as a function of learning strategy (modularized, compressed, and contextualized) is shown in Figure 3. The mean scores of all learning strategies increased from pre-to-post tests ranging from +1.4/40 points in contextualized sections to +1.5/40 points in compressed sections. These improvements are an increase of 3-4 percentage points. Each comparison study was tested for significance using a paired means t-test according to standard methods[1,2,3,4]. The paired means t-test results indicate a statistically significant improvement for compressed but not modularized learning strategies.
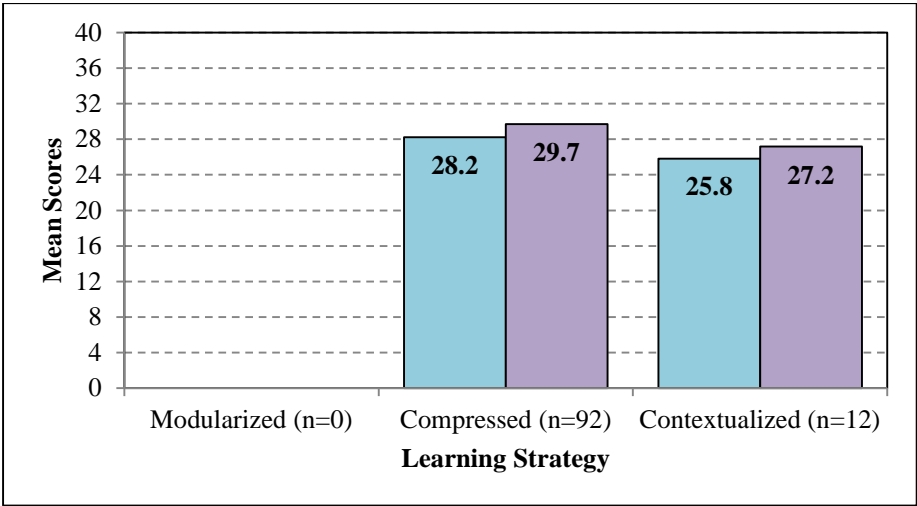

Figure 3. Comparison of pre- (aqua) and post-test (purple) achievement conducted during the spring 2018 semester in REA 0019 courses based on enrollment in a modularized, compressed, or contextualized course.

A comparison of exam success rates for pre-test and post-test according to learning strategy exhibits substantial improvement across all strategies. Based on results of a Fisher's Exact Test for independence, the compressed and modularized learning strategy do not have statistically significantly higher rates of passing scores in the post-test than in the pre-test. Results of the Fisher's Exact Test for each learning strategy as well as success rates are shown in Table 1.

	Modularized	Compressed	Contextualized	Overall
Pre-Test	~	59.3%	47.1%	**57.6%**
Post-Test	~	70.7%	58.3%	**67.9%**
P	*~*	*0.109*	*0.104*	*0.710^0*

Table 1. Pre-test/Post-test success rates (achievement at 70% or higher) by learning strategy for spring 2018.

A longitudinal study of success rates on this assessment is provided in Table 2. Note that overall success rates are the same as those of spring 2017. Spring 2018 is 3rd out of four spring terms since data has been reported in this longitudinal study.

	Modularized	Compressed	Contextualized	Overall
Spring 2015	57%	79%	*	**73%**
Summer 2015	67%	*	*	**68%**
Fall 2015	72%	66%	65%	**69%**
Spring 2016	59%	54%	57%	**57%**
Summer 2016	*	62%	*	**62%**
Fall 2016	83%	72%	78%	**76%**
Spring 2017	*	71%	83%	**72%**
Summer 2017	*	81%	*	**81%**
Fall 2017	81%	81%	75%	**79%**
Spring 2018	*	71%	58%	**68%**

Table 2. Longitudinal study of post-test success rates (achievement at 70% or higher) using the present assessment (Townshend Press College Reading Test). *Denotes no sections of the strategy offered.

A paired comparison was also completed to gauge improvement in a case-by-case basis. In that study, 68% of students exhibit at least some improvement from pre-to-post test (Figure 4). Of those, 42% of students exhibit improvement of greater than or equal to 10% (4 point or more increase on the 40-point test). This is down from 50% in fall 2017, 49% in spring 2017, and 43% in spring 2016, but up from 30% in fall 2016 and 40% in fall 2015.
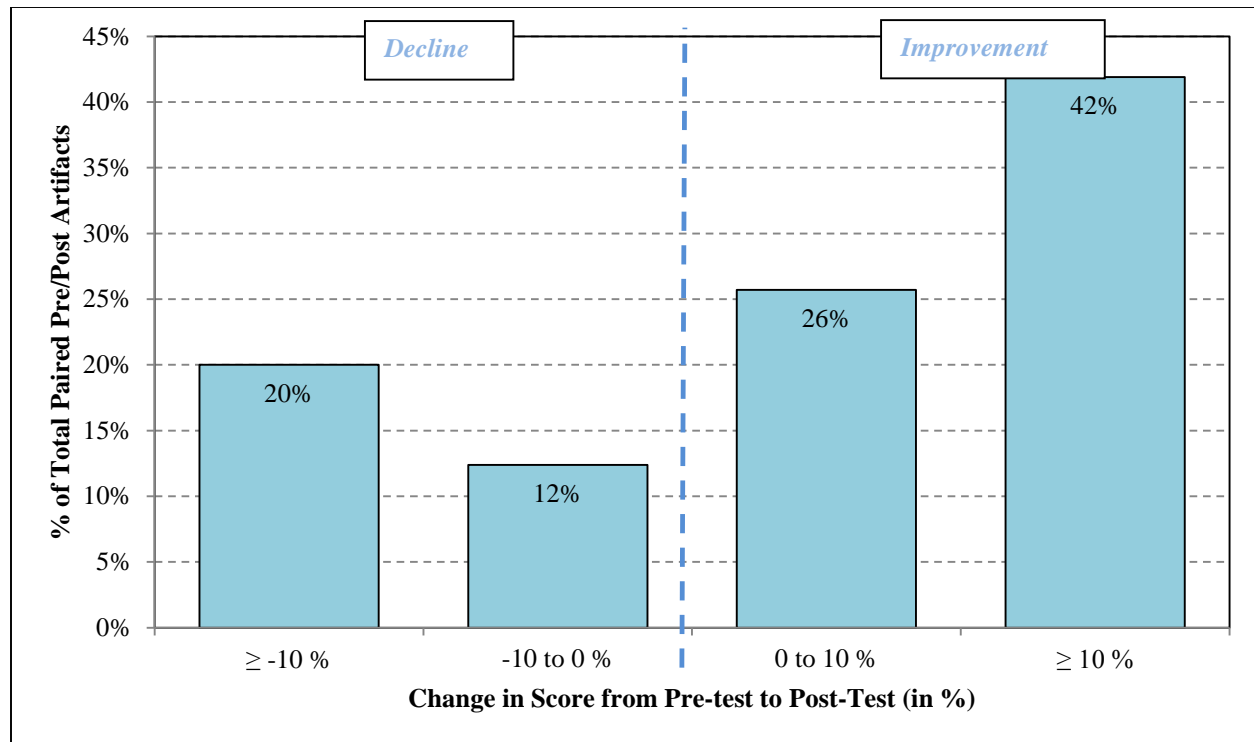
Figure 4. Comparison of the change in individual students' paired tests from pre-test to their post-test counterpart for spring 2018.

[1]Davis, J.C. 1973. Statistics and Data Analysis in Geology. John Wiley & Sons, New York, New York, 564 pp.

[2]McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.

[3]Siegel, S. 1956. Nonparametric statistics for the behavior sciences. McGraw-Hill, New York, New York, 312 pp.

[4]Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and Explanations. American Psychologist 54 (8), 594–604.

Section 8

Florida SouthWestern State College tracks satisfaction of current developmental courses through a survey administered at the end of each term. The data is in support of assessment measures for the developmental accountability plan to determine efficacy of developmental options and to inform course and program improvement. The following are the results for the spring 2018 term for REA 0019 Reading *for College Success*.

Of the 137 students enrolled in REA 0019 during spring 2018, 15 responded to the survey for a response rate of 11%. Questions 1 – 6 of the survey establish general statistics of the survey respondent such as class meeting times, gender, age group, etc. Questions 7 – 10 are Likert scale questions describing student perception of learning and achievement in various areas. The below are the prompts for Question #7 followed by the results in Figure 1.

#7 I believe I have improved in the following areas since taking this Reading class (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).
1. *Reading college textbooks*
2. *Reading novels*
3. *Reading for fun*
4. *Understanding what I read*
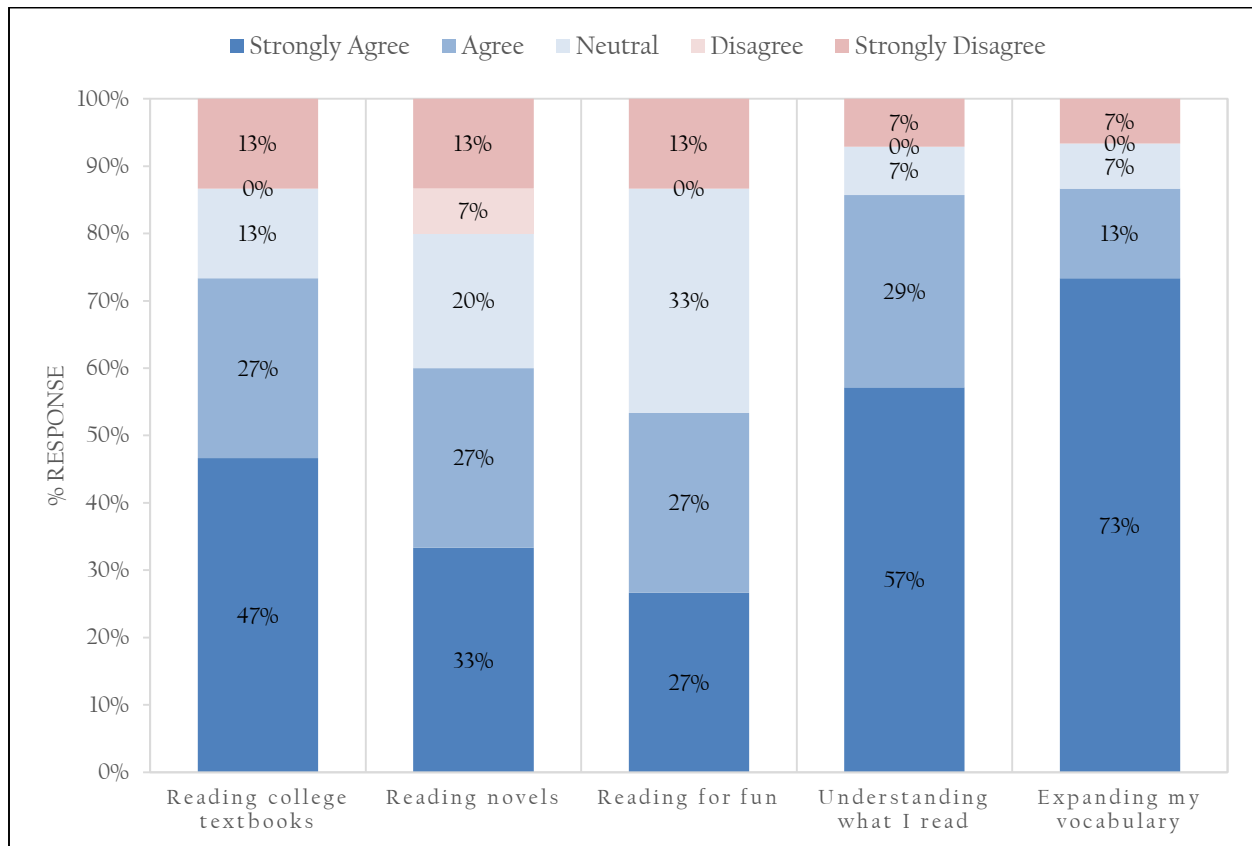5. *Expanding my vocabulary*

Figure 1. Responses to Question #7 "I believe I have improved in the following areas since taking this reading class."

All five areas exhibit positive responses (Agree or Strongly Agree) of 50% or better. Q7-5 ("Expanding my vocabulary") exhibits the highest positive response rates at 86%. Question 7-2 ("Reading novels") exhibits the highest negative responses (Disagree or Strongly Disagree) at 20%. A review of positive responses by learning strategy for Question 7 is typically conducted. However, no responses originated from the Contextualized sections of the course, so no analysis could be completed.

The following are the prompts for Question #8 followed by results in Figure 3.

> *#8 I benefited from the following aspects of the Academic Support Center for Reading this semester (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).*
> 1. *The resources available in the Center*
> 2. *The instructional assistants*
> 3. *The access to computers*
> 4. *The programs on the computers*
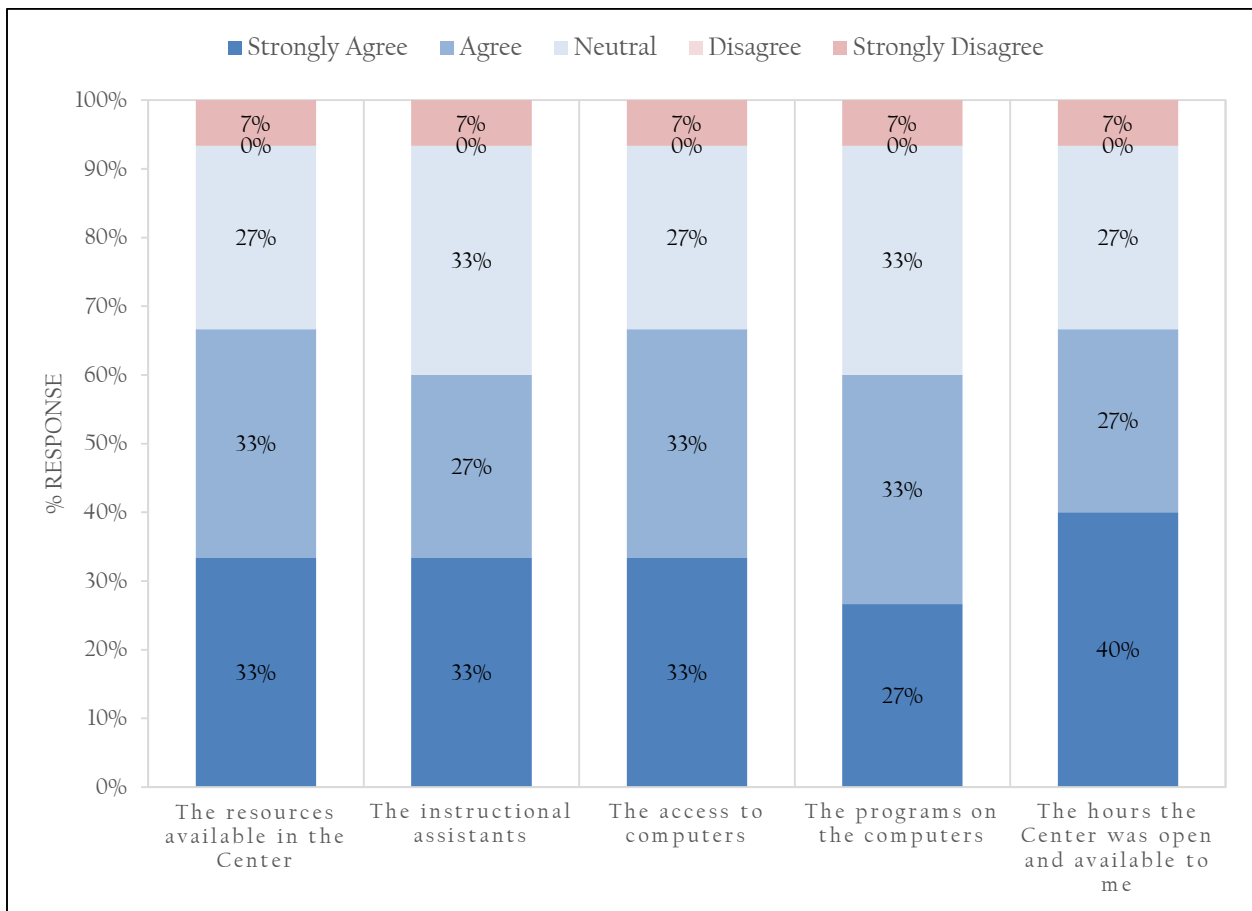> 5. *The hours the Center was open and available to me*

Figure 2. Responses to Question #8 "I benefited from the following aspects of the Academic Support Center for Reading this semester."

All five areas exhibit positive responses (Agree or Strongly agree) of 60% or better. Questions 8-1 ("The resources available in the Center"), 8-3 ("The access to computers"), and 8-5 ("The hours the Center was

open and available to me") exhibit the highest positive response rate at 66%. All questions exhibit the same percentage of negative responses (Disagree or Strongly Disagree) at 7%.

The following are the prompts for Question #9 followed by results in Figure 4.

> *#9 I was satisfied with the following aspects of my Reading class this semester (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).*
> 1. *The novel or stories we read in class*
> 2. *The information on the course syllabus*
> 3. *The course textbook*
> 4. *The homework assigned*
> 5. *The number of tests*
> 6. *The length of time of each class*
> 7. *The frequency of class meetings*
> 8. *The pace of the course*
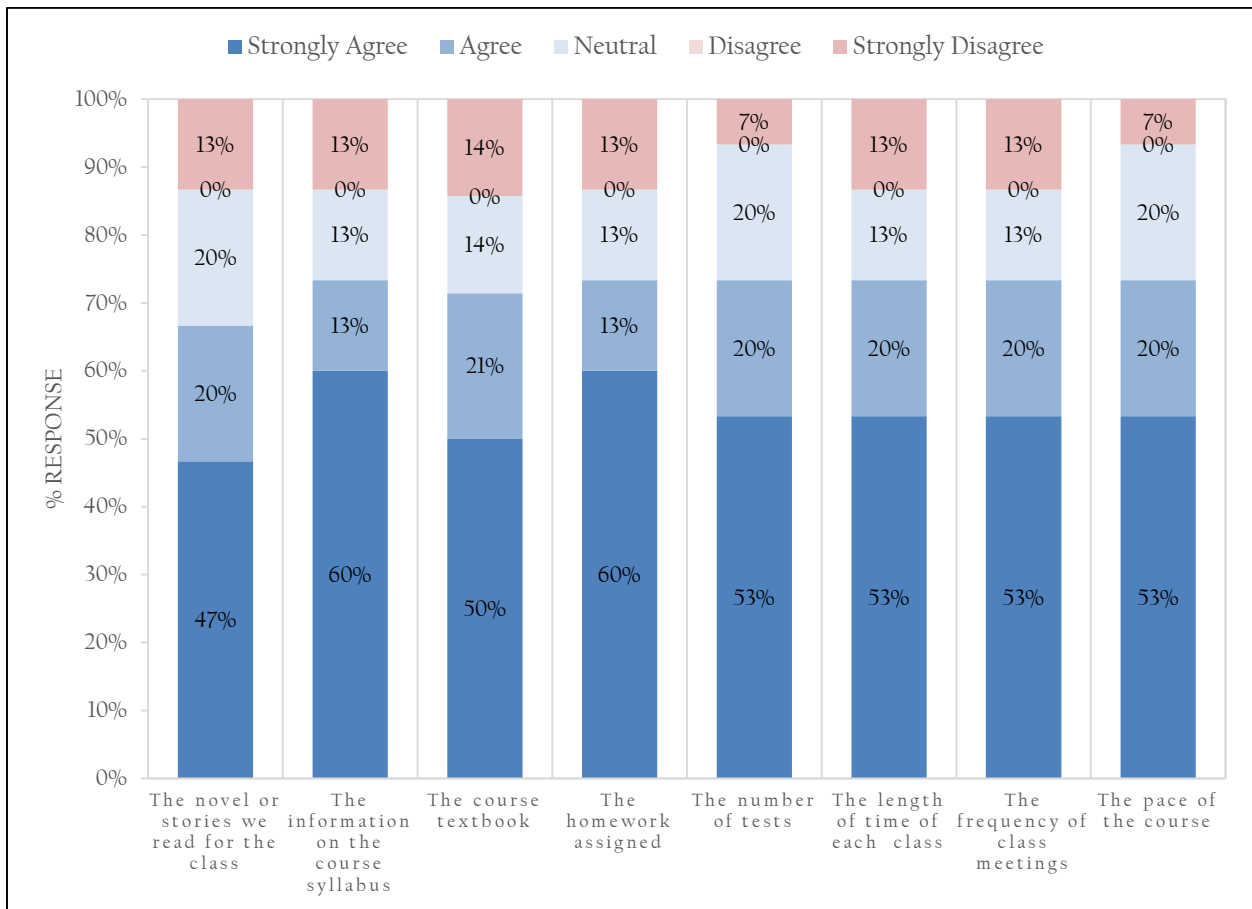

Figure 3. Responses to Question #9 " I was satisfied with the following aspects of my Reading class this semester."

All eight areas exhibit positive responses (Agree or Strongly agree) of 65% or better. Six questions (Q9-2, 9-4, 9-5, 9-6, 9-7, and 9-8) exhibit a positive response of 73% or higher. Question 9-3 ("The course textbook") exhibits the highest negative response at 14%.

The following are the prompts for Question #10 followed by results in Figure 5.

> *#10 This Reading course prepared me for: (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).*
> 1. *The textbook reading I will do in college*
> 2. *The expectations of college courses*
> 3. *The time management I must have in college*
> 4. *The skills I need to take tests in college*
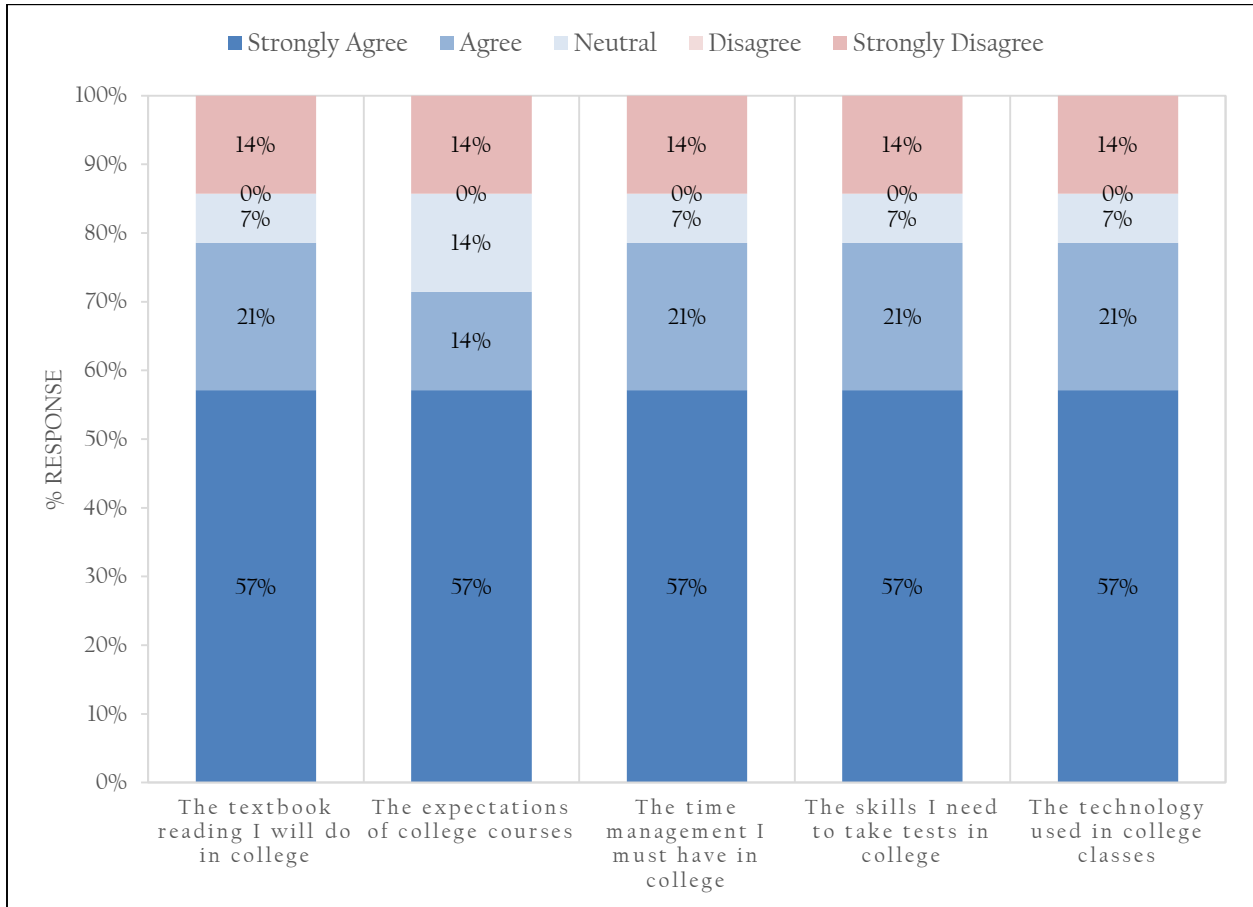> 5. *The technology used in college classes*

Figure 4. Responses to Question #10 "This Reading course prepared me for:"

All five areas exhibit positive responses (Agree or Strongly Agree) of 70% or better. Questions 10-1, 10-3, 10-4, and 10-5 exhibit positive response rates of 78%. All questions exhibit negative responses (Disagree or Strongly Disagree) of 14%. A review of positive responses by learning strategy for Question 7 is typically conducted. However, no responses originated from the Contextualized sections of the course, so no analysis could be completed.

Table 1 shows positive response rates (Agree or Strongly Agree) for each of the survey prompts over time beginning fall 2014 through spring 2018. Note that comparison from fall-to-spring is less useful as assessment reports across multiple course level and program level assessments at FSW typically exhibit

substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see http://www.fsw.edu/facultystaff/assessment/history for further details). Spring 2018 exhibits declines in all 23 prompts from spring 2017 results.

	Fall 2014 n=51	Spring 2015 n=21	Fall 2015 n=40	Spring 2016 n=15	Fall 2016 n=26	Spring 2017 n=24	Fall 2017 n=34	Spring 2018 n=34
Question 7 – Prompt: I believe I have improved in the following areas since taking this Reading class.								
Reading college textbooks	58%	90%	85%	80%	77%	100%	76%	**73%**
Reading novels	60%	75%	60%	73%	76%	83%	68%	**60%**
Reading for fun	58%	90%	65%	67%	76%	83%	68%	**53%**
Understanding what I read	67%	90%	85%	73%	88%	100%	76%	**86%**
Expanding my vocabulary	69%	86%	90%	80%	84%	100%	79%	**87%**
Question 8 – Prompt: I benefited from the following aspects of the Academic Support Center for Reading this semester.								
The resources available in the Center	69%	75%	67%	73%	72%	78%	73%	**67%**
The instructional assistants	65%	85%	68%	67%	68%	78%	76%	**60%**
The access to computers	69%	86%	74%	73%	72%	86%	75%	**67%**
The programs on the computers	63%	76%	82%	80%	72%	77%	74%	**60%**
The hours the Center was open and available to me	71%	85%	77%	87%	75%	74%	79%	**67%**
Question 9 – Prompt: I was satisfied with the following aspects of my Reading class this semester.								
The novel or stories we read for the class	67%	86%	63%	60%	64%	81%	64%	**67%**
The information on the course syllabus	71%	95%	80%	67%	76%	100%	85%	**73%**
The course textbook	63%	90%	78%	67%	79%	100%	79%	**71%**
The homework assigned	71%	86%	78%	73%	76%	100%	85%	**73%**
The number of tests	63%	90%	70%	80%	80%	100%	85%	**73%**
The length of time of each class	75%	86%	78%	73%	76%	96%	85%	**73%**
The frequency of class meetings	71%	90%	73%	73%	76%	100%	85%	**73%**
The pace of the course	69%	90%	78%	80%	80%	100%	85%	**73%**
Question 10 – Prompt: This reading course prepared me for:								
The textbook reading I will do in college	71%	86%	68%	67%	80%	100%	79%	**79%**
The expectations of college courses	73%	81%	73%	60%	80%	100%	79%	**71%**
The time management I must have in college	73%	71%	70%	53%	76%	91%	79%	**79%**
The skills I need to take tests in college	71%	81%	68%	60%	80%	100%	79%	**79%**
The technology used in college classes	65%	81%	63%	67%	72%	100%	79%	**79%**

Table 1. Positive (Agree or Strongly Agree) response rates over time. Red font denotes decrease from previous like term (fall-to-fall or spring-to-spring).