

SLS 1515 Course Level Assessment Report – Spring 2018

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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 were tracked for 5 years (2012-2017) and continue to be tracked since then.

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

1. By the end of the spring 2018 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 2018 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 2018 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 2018 semester, 64 course sections were run with a total enrollment of 1319. An average of 774 artifacts for Critical Thinking Journals 4, 5, and 6 were recorded along with a total of 910 Final Essay artifacts and 900 Success Strategies Group Project artifacts. Artifacts for mean scores of the Critical Thinking Journal Assessment for spring 2018 in comparison with previous years 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 2018 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 2018.

Mean scores of the Final Essays for spring 2018 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 2018 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 2018.

Mean scores of the Success Strategies Group Project assignment for spring 2018 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 2018 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 2018.

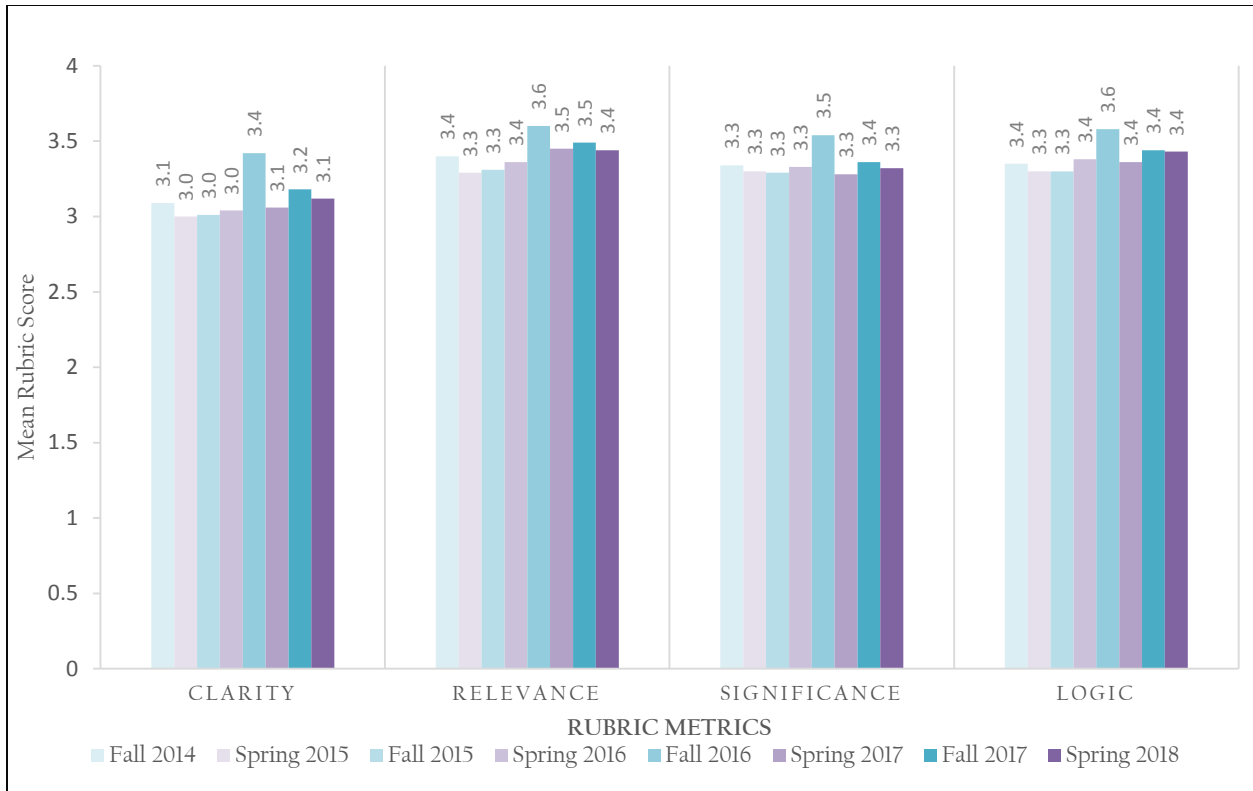


Figure 1. Critical Thinking Journal Assessment mean scores by dimension (Fall 2014 through Spring 2018).

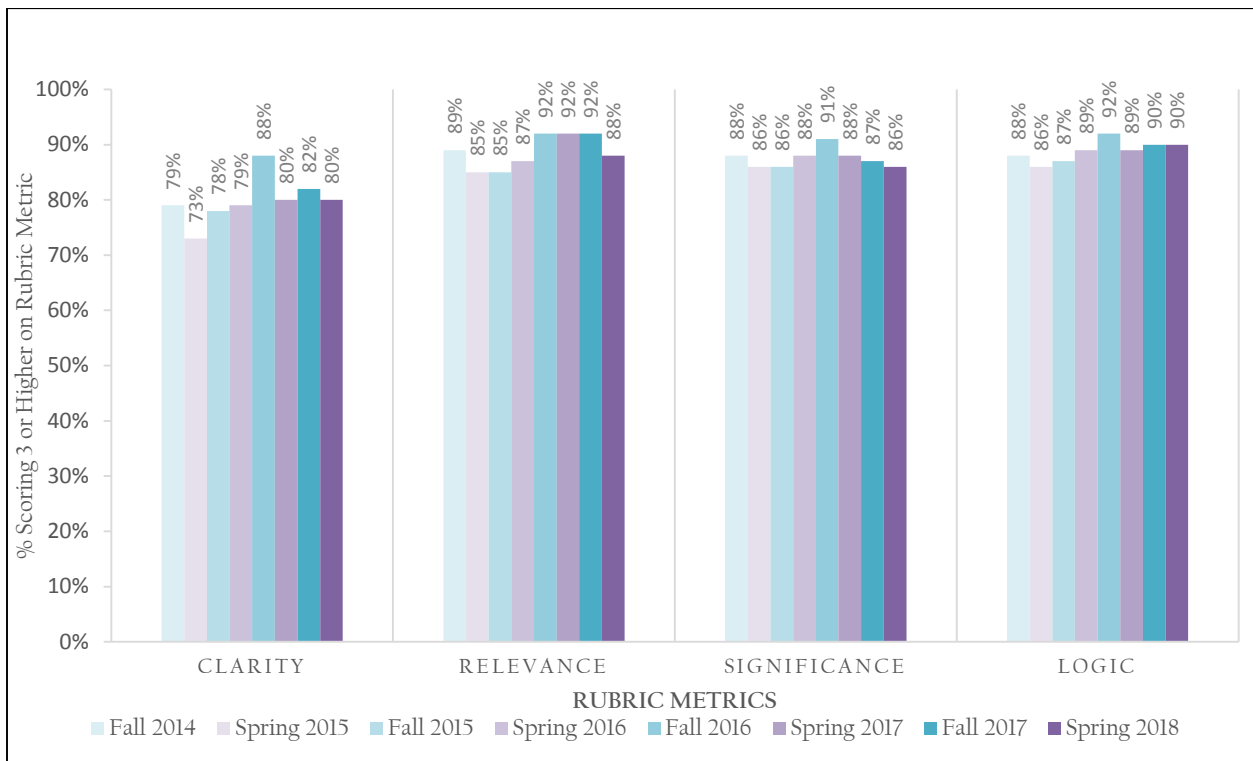


Figure 2. Critical Thinking Journal Assessment percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2018).

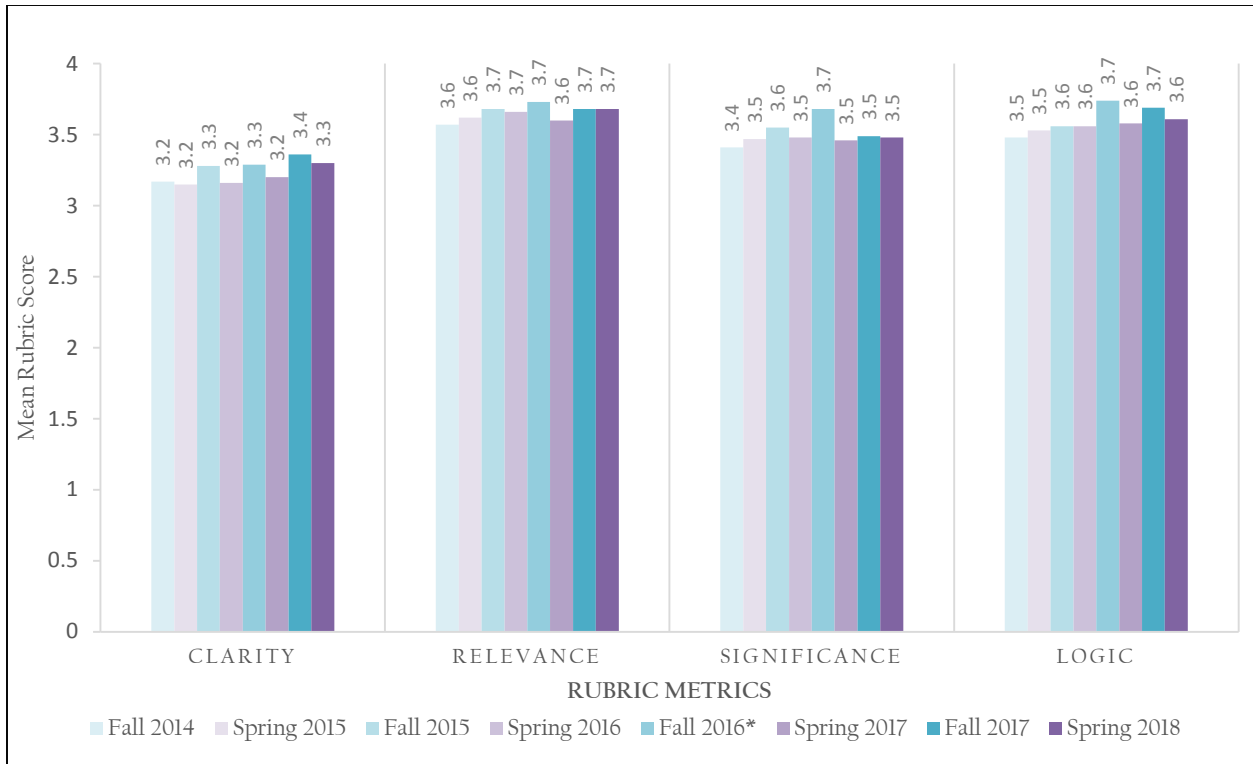


Figure 3. Final Essays Assessment mean scores by dimension (Fall 2014 through Spring 2018). *data limited to below sufficient sample size due to technical errors in data extraction.

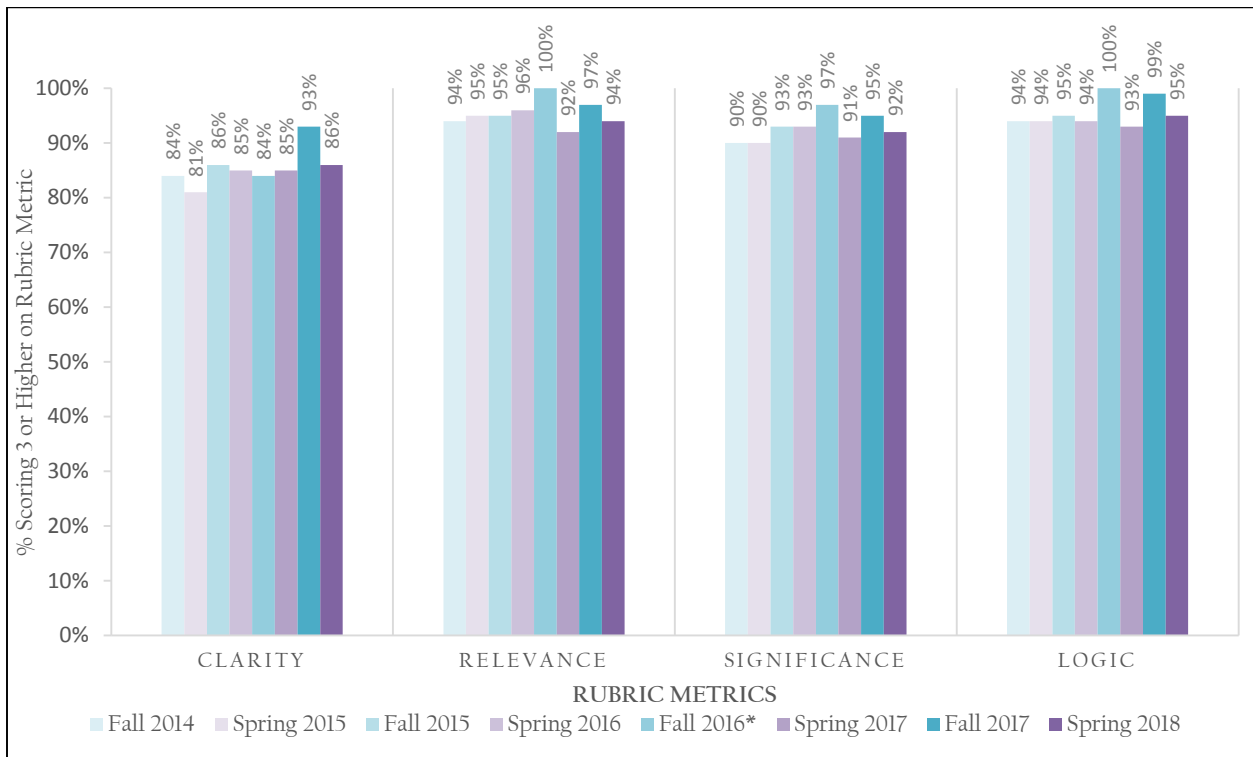


Figure 4. Final Essays percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2018). *data limited to below sufficient sample size due to technical errors in data extraction.

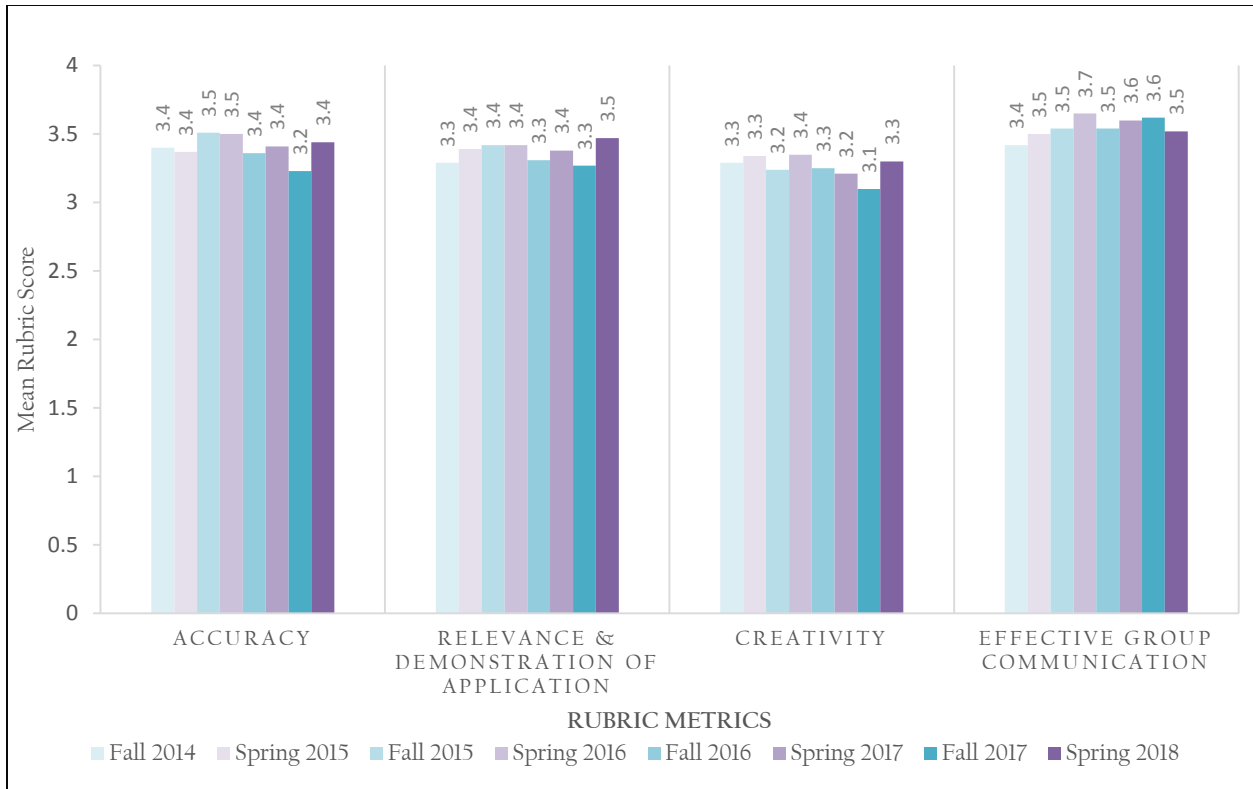


Figure 5. Group Success Strategies Project assessment mean scores by dimension (Fall 2014 through Spring 2018).

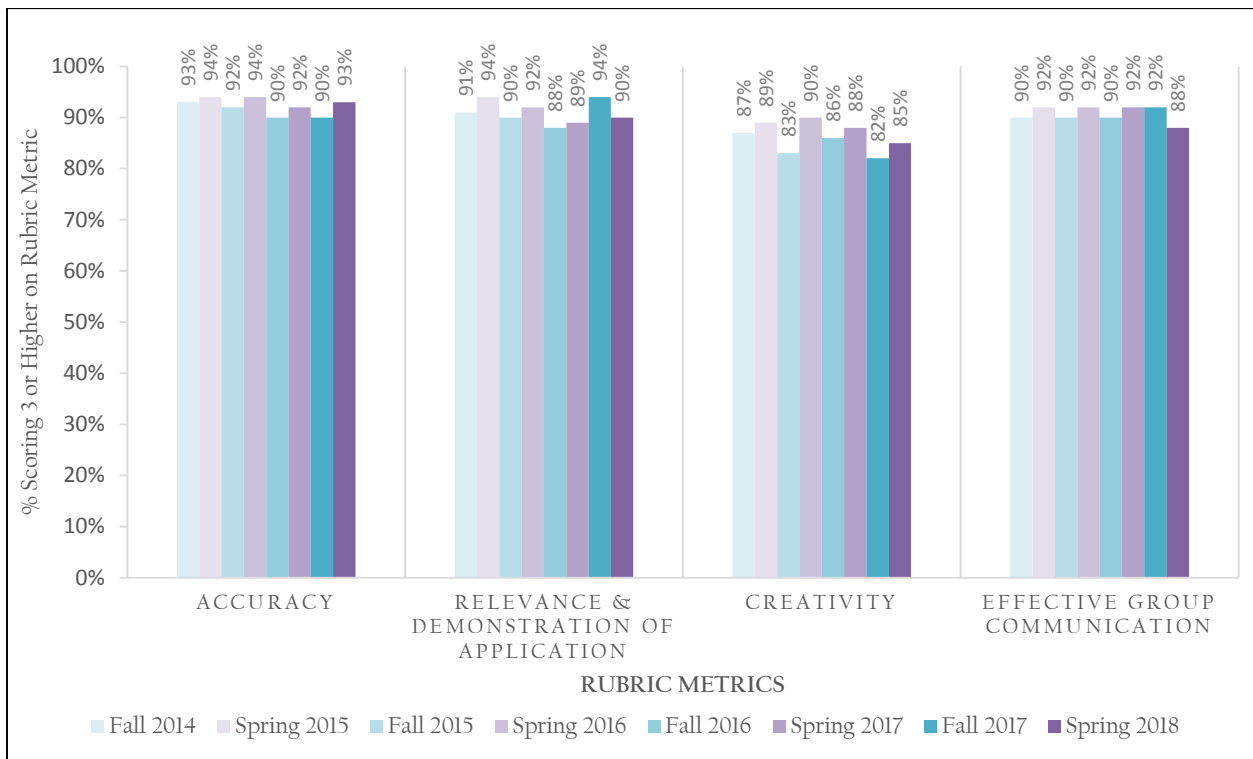


Figure 6. Group Success Strategies Project assessment percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Spring 2018).