

INTRODUCTION

Florida SouthWestern State College's Academic Success Department has embarked upon a new assessment tool for SLS 1101 *College Success Skills* which is being piloted in the fall 2018 term. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam. The assessment plan also provides comparisons between dual enrollment (concurrent) and non-dual enrollment students, online versus traditional students, and by site, where possible. Where data is sufficient, additional analyses are provided including distribution studies and longitudinal studies.

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

Learning Outcomes and/or Objectives

The new assessment plan beginning fall 2018 includes a course-wide rubric to be utilized in assessing a final essay for the course. The rubric encompasses four dimensions intended to measure achievement in (1) Clarity, (2) Logic, (3) Relevance, and (4) Significance. Each dimension is measured using four levels of achievement from Exemplary (4), down to Accomplished (3), Developing (2), and Beginning (1). A detailed description of each achievement level by rubric dimension is listed below:

➤ Clarity

- 4 – Exemplary - The final essay abides by the format guidelines and the use of Standard English grammar and mechanics is nearly flawless and contributes to the exceptional readability and clarity of the critical thinking reflection.
- 3 – Accomplished - The final essay abides by the format guidelines and the grammar mistakes do not significantly interfere with the readability or clarity of the critical thinking reflection.
- 2 – Developing - The final essay deviates somewhat from the format guidelines and/or grammar errors detract from the readability and the clarity of the critical thinking journal.
- 1 – Beginning - The final essay has no discernible organization structure and/or grammar errors are present throughout. It is difficult to read and to understand the critical thinking reflection

➤ Logic

- 4 – Exemplary - The ideas are logically connected and flow well. The final essay contains thorough and thoughtful conclusions that have emerged from analysis and evaluations.
- 3 – Accomplished - Most of the ideas are logically connected. The final essay contains reasonable conclusions that have emerged from analysis and evaluation.
- 2 – Developing - Not all of the ideas are connected logically. The final essay contains conclusions but further analysis may be needed.

- 1 – Beginning - There is little evidence that the student used analysis and evaluation to arrive at the conclusions.
- Relevance
 - 4 – Exemplary - The final essay illuminates the topic by providing more than one specific example or an especially insightful example that relates personal experience to understanding the prompt.
 - 3 – Accomplished - The final essay illuminates the topic by including at least one specific example that relates personal experience to understanding the prompt.
 - 2 – Developing – Some information provided addresses the topic and displays an attempt to relate a personal experience to understanding the prompt.
 - 1 – Beginning - Information provided neither relates to the topic nor displays understanding that related experience should be provided.
- Significance
 - 4 – Exemplary - The final essay is exceptional at focusing on the most important, information, ideas and concepts of the issue under discussion.
 - 3 – Accomplished - The final essay focuses on important information, ideas and concepts of the issue under discussion.
 - 2 – Developing - The final essay focuses on some important information, ideas, and concepts of the issue under discussion.
 - 1 – Beginning - The final essay does not focus on important information, ideas, and concepts of the issue under discussion.

Descriptive Statistics and Learning Objectives

For the fall 2018 assessment, 128 artifacts were collected for SLS 1101 from 7 of 10 course sections. One course section did not use a common course assessment in the Learning Management System (Canvas) while two others did not have the same rubric utilized. Descriptive statistics for percentage achievement is shown in Figure 1. All dimensions exhibit achievement of 90% or higher at the Accomplished (3) achievement level. The Clarity dimension exhibits the weakest achievement at just 38% scoring ‘Exemplary’ compared with 69-77% for the other three dimensions.

	Exemplary	Accomplished	Developing	Beginning	Accomplished or higher	Developing or higher
Clarity	38%	55%	8%	0%	92%	100%
Logic	75%	20%	5%	0%	95%	100%
Relevance	77%	19%	3%	1%	96%	99%
Significance	69%	27%	4%	1%	95%	99%

Figure 1. Score distribution for SLS 1101 artifacts.

Exploratory Analysis and Significance Testing

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

Dual Enrollment (Concurrent) to non-Dual Enrollment Comparison

For the fall 2018 assessment, 111 artifacts were collected for traditional course sections while 11 were collected from offsite dual enrollment course sections. Descriptive statistics for percentage achievement is shown in Figure 2. All dimensions exhibit achievement of 90% or higher at the Accomplished (3) achievement level in both traditional and offsite sections. While there is a fair bit of difference between sites in the 'Logic' dimension, interpretation is limited due to small sample size for offsite (n=11).

<i>traditional</i>	Exemplary	Accomplished	Developing	Beginning	
Clarity	38%	54%	8%	0%	
Logic	72%	23%	5%	0%	
Relevance	77%	19%	4%	1%	
Significance	67%	28%	5%	1%	

<i>offsite</i>	Exemplary	Accomplished	Developing	Beginning	Scale
Clarity	35%	59%	6%	0%	100%
Logic	94%	6%	0%	0%	50%
Relevance	82%	18%	0%	0%	0%
Significance	82%	18%	0%	0%	

Figure 2. Score distribution for SLS 1101 artifacts for traditional (left) and offsite dual enrollment (right).

Online to Traditional Comparison

No online sections of the course were offered during fall 2018 therefore no comparison between online and traditional could be made.

Comparison by Campus/Site

All course sections during fall 2018 were offered offsite (dual enrollment) or at the Thomas Edison (Lee) campus. As a result, this cross-site comparison is already included in the dual enrollment / traditional comparison above.

Longitudinal Study

Item Analysis

As results are compiled moving forward, a longitudinal study will be completed for the first time following collection of fall 2019 data.

Conclusions

FSW's Academic Success Department has embarked upon a new assessment tool for SLS 1101 *College Success Skills* which is being piloted in the fall 2018 term. This report provides analysis of the results as

well as the effectiveness of the assessment in measuring learning in an effort to continuously improve assessment strength.

A drill-down of SLS 1101 results are as follows:

1. For the fall 2018 assessment, 128 artifacts were collected for SLS 1101 from 7 of 10 course sections. One course section did not use a common course assessment in the Learning Management System (Canvas) while two others did not have the same rubric utilized.
2. Distribution of all dimensions exhibit achievement of 90% or higher at the Accomplished (3) achievement level. The Clarity dimension exhibits the weakest achievement at just 38% scoring 'Exemplary' compared with 69-77% for the other three dimensions.
3. In a study comparing dual enrollment (offsite) with traditional (non-online) artifacts, all dimensions exhibit achievement of 90% or higher at the Accomplished (3) achievement level in both traditional and offsite sections. While there is a fair bit of difference between sites in the 'Logic' dimension, interpretation is limited due to small sample size for offsite (n=11).
4. No comparison of online to traditional artifacts could be made because no online sections of the course were offered during fall 2018.
5. All course sections during fall 2018 were offered offsite (dual enrollment) or at the Thomas Edison (Lee) campus. As a result, this cross-site comparison is already included in the dual enrollment / traditional comparison above.
6. As results are compiled moving forward, a longitudinal study will be completed for the first time following collection of fall 2019 data.