

SLS 1515 Course Level Assessment Report – Fall 2020

Author: Joseph F. van Gaalen, Ph.D., Asst. VP, Institutional Research, Assessment & Effectiveness

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 2021 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).
2. By the end of the Spring 2021 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. Group project assignments are tracked for future study, but don't currently have a goal.

During the Spring 2021 semester, 58 course sections were run with a total enrollment of 1382. A total of 714 artifacts for Critical Thinking Journal 4 were recorded along with a total of 303 Final Essay artifacts and 215 Success Strategies Group Project artifacts. There were some difficulties in collecting data for the term due to technical changes related to modality differences, but sample size is large enough for interpretation. Artifact mean scores of the Critical Thinking Journal Assessment for the Fall 2020 term 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) for Fall 2020 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 the Spring 2021 term.

Mean scores of the Final Essays for the Spring 2021 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 2021 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 the Spring 2021 term.

Mean scores of the Success Strategies Group Project assignment for the Spring 2021 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 2021 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 the Spring 2021 term.

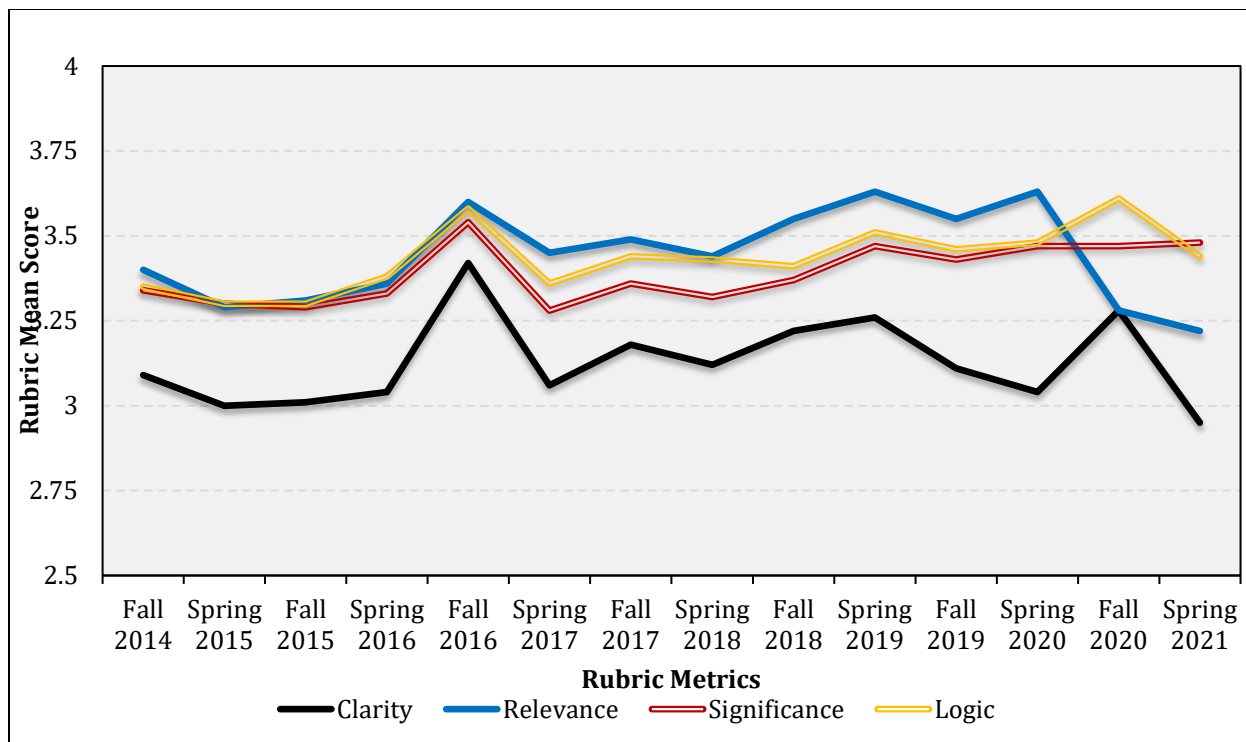


Figure 1. CT Journal Assessment mean scores by dimension (Fall 2014 through Fall 2020). For Fall 2014 through Spring 2018, Journals 4, 5, and 6 are utilized for the assessment. From Fall 2018 to Spring 2019, only Journals 4 and 5 are utilized, as only five journals are required (as common course assessments). Beginning Fall 2019, only Journal 4 is utilized.

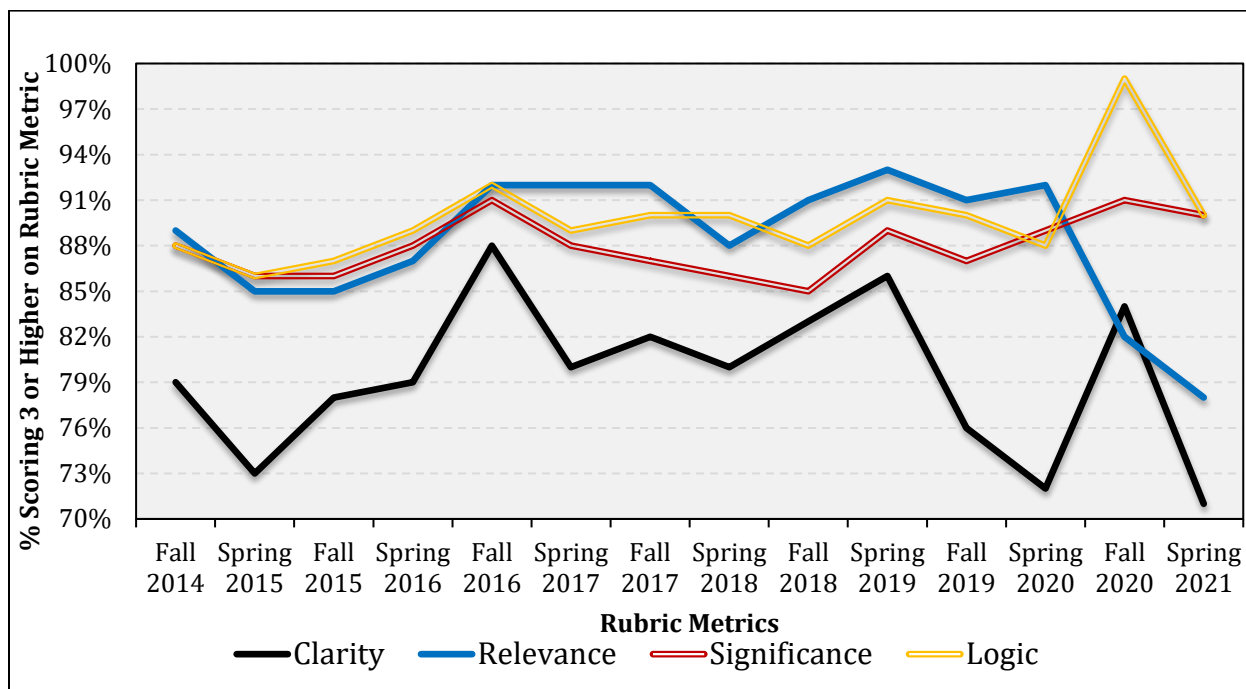


Figure 2. Critical Thinking Journal Assessment percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Fall 2020). For Fall 2014 through Spring 2018, Journals 4, 5, and 6 are utilized for the assessment. From Fall 2018 to Spring 2019, only Journals 4 and 5 are utilized, as only five journals are required (as common course assessments). Beginning Fall 2019, only Journal 4 is utilized.

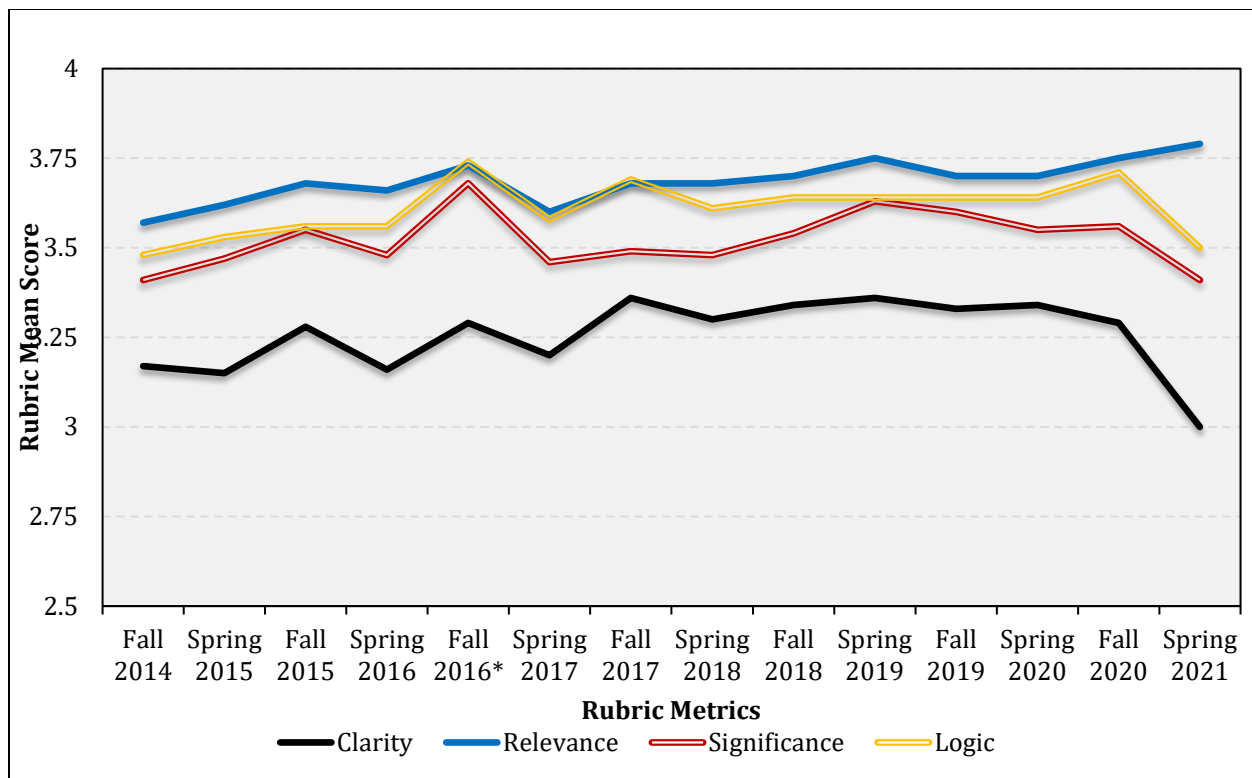


Figure 3. Final Essays Assessment mean scores by dimension (Fall 2014 through Fall 2020). *data limited to below sufficient sample size due to technical errors in data extraction.

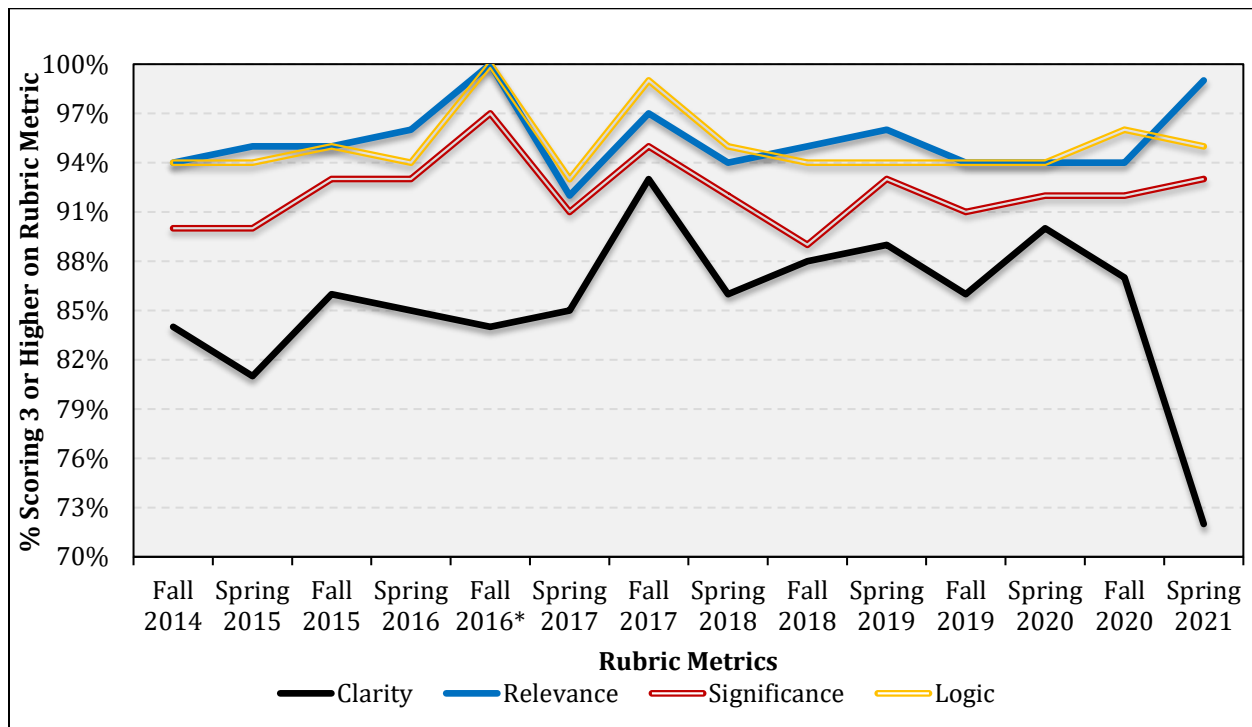


Figure 4. Final Essays percentage of assignments achieving "3" or higher by dimension (Fall 2014 through Fall 2020). *data limited to below sufficient sample size due to technical errors in data extraction.

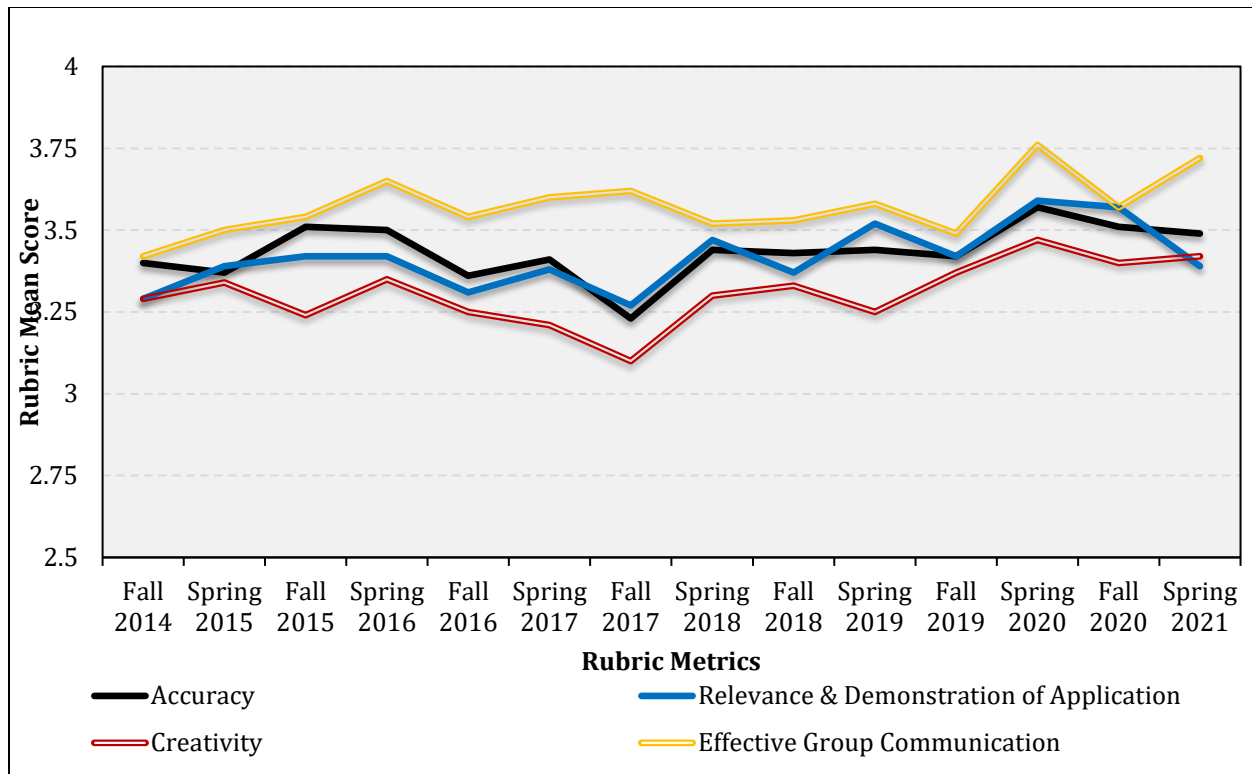


Figure 5. Group Success Strategies Project assessment mean scores by dimension.

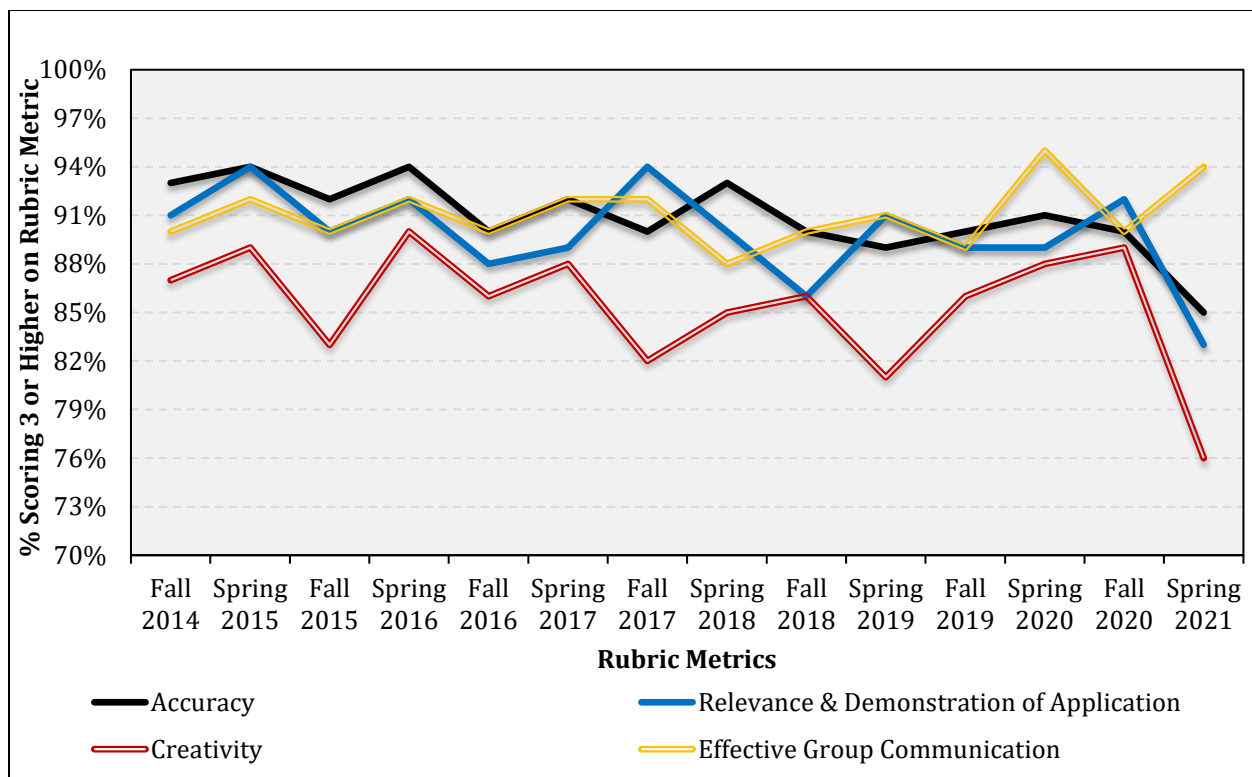


Figure 6. Group Success Strategies Project assessment percentage of assignments achieving "3" or higher by dimension.