



Eastern Florida
STATE COLLEGE

AA Assessment Report
Spring 2015

Prepared by the
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Executive Summary

This report is an overview of summary data for the spring 2015 Associate in Arts (AA) program assessment cycle at Eastern Florida State College (EFSC). AA program assessment at EFSC requires broad-based involvement of full-time and part-time EFSC faculty teaching general education courses. The assessment program involves the application of common assessment tools and grading rubrics developed by the faculty and incorporated into a class assignment, quiz, or exam for each course. Assessment tools used have been validated through a validation process developed by the faculty and have been used for three semesters beyond the pilot phase of the program. Faculty integrate the assessment into their course schedule at various points throughout the semester.

During the spring 2015 semester, 182 faculty participated and 3,067 students took at least one general education course-linked assessment. The majority of students that were given assessments were AA majors ($n = 2,661$) and the remaining students were in associate in science (AS) degrees, certificate programs, or non-degree seeking students.

To be included in the full analysis in this report, students must have been: 1) seeking an AA degree; 2) assessed for the core ability noted on the assessment tool; 3) assessed using the correct number of criteria according to the submitted rubrics; 4) and given an overall score. Limiting the analysis to these parameters reduced the total number of assessment results to 2,385. Table 1 is a summary of all the data collected for AA program students and the data used for the analysis in subsequent sections of the report.

Table 1: Overall Numbers of AA Students Assessed by Core Ability in Spring 2015

Core Ability	Total with Assessment Data			Used in Analysis		
	Courses	Sections	Students	Courses	Sections	Students
Communicate Effectively	6	36	513	3	31	439
Model Ethical & Civic Responsibility	1	6	73	1	5	60
Process Information	9	11	164	1	1	21
Think Critically & Solve Problems	31	158	2251	27	131	1822
Work Cooperatively	3	6	83	2	3	43
Total	50	217	3084	34	171	2385

Notes: Four courses that reported on the Communicate Effectively Core ability and eight courses reported assessment data for the Process Information Core Ability have not submitted approved assessment tools. It is unclear if these courses used new tools or inadvertently reported on the Core Ability and therefore were excluded from the full analysis.

Observations

Changes were made to the AA Assessment collection system that helped improve certain aspects of the data collection such as hard-coding the benchmark scores and limiting criteria reporting to the number indicated to be on the scoring rubrics. No errors were made in reporting the benchmarks and few

instances of partial-scoring, whereby students were given scores on some or all the criteria without being given an overall score, occurred. However, a number of sections reported that the assessment tools corresponded to a Core Ability for which there were no approved assessment tools and rubrics. These inconsistencies may have been due to the expansion of the program to include adjunct faculty and new full-time faculty in the assessment process.

In fall 2014, there were 125 faculty that reported assessment data. The total number of faculty reporting in the spring increased more than 45% ($n = 182$). In all, about 56% of all faculty who taught courses with approved assessment tools and rubrics in spring of 2015 reported data. As a result of the increased participation, more useable assessment data were collected, but a higher percentage did not qualify for inclusion in the final analysis. Overall, the percent of usable data between fall 2014 and spring 2015 dropped from about 86% to about 77%.

An important aspect of the assessment process to consider for further improvement is the reach of the program across the institutional learning outcomes. The Core Abilities represent the outcomes of the AA assessment program. However, the assessment tools and rubrics created focus heavily on just two of the Core Abilities. Table 2 provides an overview of the data collected and used by Core Ability. Two Core Abilities, Think Critically & Solve Problems and Communicate Effectively, have been reviewed at a greater depth than the other outcomes. The extent to which this distribution impacts how many EFSC students are assessed on each Core Ability is not known.

Table 2: Spring 2015 Assessment Data Recorded, Percent Used, and Percent of Total by Core Ability

Core Ability	Student Records	Records Used	% of Records Used	% of Total Records Used
Communicate Effectively	513	439	85.6%	18.4%
Model Ethical & Civic Responsibility	73	60	82.2%	2.6%
Process Information	164	21	12.8%	0.9%
Think Critically & Solve Problems	2251	1822	80.9%	79.1%
Work Cooperatively	83	43	51.8%	1.9%
Total	3084	2385	77.3%	

Reflective comments

The AA Assessment System allows for faculty to provide reflective feedback. These comments are broken up by cluster area and provided to the cluster chair for consideration during cluster meetings.

Review of assessment results by cluster area

The remainder of the report provide assessment results for each of the cluster areas participating in the AA Assessment program during the spring of 2015. Each of the tables presents the average scores for each core criteria and for the overall score earned for each course. The benchmark scores were determined by the faculty led assessment committee and have been in place for the three semesters after the pilot phase. When possible, benchmark performance is presented for multiple semesters.

English/EAP Cluster

Two courses were assessed within the English EAP cluster; results are presented in Table 3. Students in Composition 1 were successful on the assessment with more than 95% of the students reaching or exceeding the benchmark. About 83% of Composition 2 students reached the benchmark score.

The reflective comments indicate that many faculty use the results of the assessment to address concerns highlighted by student performance. Other comments reflect the intentions of faculty to review their approach to the type of writing on the assessment tool, in particular, there were multiple comments related to the need to address developing thesis statements. There were a number of comments made indicating that the benchmark for ENC 1101 may be too low. Comments related to ENC 1102 indicate that the tool seems to work well. There was some concern that students may not have taken the assessment seriously.

Table 3: Spring 2015 English/EAP Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
ENC 1101*	3.08	3.08	3.15	2.98	2.93	3.06	2	199	190	95.5%
ENC 1102*	3.42	3.36	3.38	3.46	-	3.43	3	126	105	83.3%

Core Abilities assessed: *Communicate Effectively; +Think Critically and Solve Problems

Table 4 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Previous semesters have inconsistent reporting of benchmark and criteria; the table presents a trend for assessments that were reported with the same criteria and benchmarks. There was a decrease in the overall performance for ENC 1101 and the overall performance for students taking ENC 1102 assessment has remained flat.

Table 4: English/EAP Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
ENC 1101*	2	2.89	35	100%	3.32	72	99%	3.06	190	96%
ENC 1102*	3	3.20	20	95%	3.44	32	97%	3.43	105	83%

Core Abilities assessed: *Communicate Effectively; +Think Critically and Solve Problems

Communication and Foreign Language Cluster

The Communication and Foreign Language cluster provided assessment data for two courses, SPC 2608 and SPN 1120. The official on file assessment rubric for SPN 1120 includes two criteria. Unfortunately, none of the assessment data submitted for SPN 1120 included measurements for criteria number two. The assessment data for SPN 1120 were included in the overall analysis because of the consistency in reporting by the faculty in the five sections of the course. All students were given a score for the first criteria and the overall score. Clarification on whether the course is using a new assessment tool and rubric is needed.

Reflective comments reported by the Speech faculty indicate their satisfaction with the assessment tool and confidence in the results. The Spanish faculty indicated the intent to use the result to develop new exercises to improve future results.

Table 5: Spring 2015 Communication and Foreign Language Cluster Assessment Results

Course	Criteria Performance			Overall Performance				
	C1	C2	C3	Overall	Bench	N of Students	N Met Bench	% Met Bench
SPC 2608*	3.96	3.82	3.97	3.90	3	157	150	95.5%
SPN 1120*	3.43	-	-	3.43	3	83	64	77.1%

Core Abilities assessed: *Communicate Effectively;

Table 6 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Over the past three assessment collection periods, students in SPC 2608 have shown gains in their overall scores and are now at a point where improvement upon results will be difficult – nearly all the students achieved the benchmark during the spring assessment cycle. There was a decrease in the overall scores of students taking the Spanish assessment between fall and spring terms.

Table 6: Communications and Foreign Language Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
SPC 2608*	3	3.46	68	80%	3.58	217	93%	3.90	150	96%
SPN 1120*	3	-	-	-	3.86	22	86%	3.43	64	77%

Core Abilities assessed: *Communicate Effectively;

Mathematics Cluster

The Mathematics cluster provided valid assessment results for 496 students in seven different courses. The cluster assesses the core ability of Think Critically and Solve Problems. In recognition of the dual outcomes within the core ability, the cluster has been more specific to assess problem-solving abilities and critical thinking separately. Table 7 shows the results of the spring 2015 assessment cycle.

Reflective comments for math indicate a mix of feelings. Some faculty are satisfied with the results and feel the tool works well, while others would like to rethink the whole process and eliminate the rubrics. Other concerns were voiced about the scale of the rubrics making recommendations to report zeros or in increments of 0.5.

Table 7: Spring 2015 Mathematics Cluster Assessment Results

Course	Criteria Performance				Overall Performance				
	C1	C2	C3	C4	Overall	Bench	N of Students	N Met Bench	% Met Bench
MAC 1105 ^{**}	4.45	4.08	3.72	3.19	3.80	4	104	68	65.4%
MAC 1114 ^{**}	4.25	3.78	3.75	3.51	3.74	4	77	48	62.3%
MAC 1140 ^{**}	4.06	3.80	3.95	3.77	3.97	4	66	42	63.6%
MAC 1311 ^{**}	4.21	3.69	3.26	2.74	3.41	4	39	20	51.3%
MAT 1033 ^{**}	4.23	3.65	3.31	3.20	3.60	3	64	42	65.6%
MGF 1107 ^{**}	4.59	4.27	4.24	3.44	3.94	3	66	61	92.4%
STA 2023 ⁺	3.59	3.00	2.76	2.53	2.96	4	80	35	43.8%

Core Abilities assessed: *Think Critically; **Solve Problems

Table 8 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Previous semesters have inconsistent reporting of benchmark and criteria; the table presents a trend for assessments that were reported with the same criteria and benchmarks.

Table 8: Mathematics Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
MAC 1105 ^{**}	4	3.73	68	57%	3.40	217	52%	3.80	104	65%
MAC 1114 ^{**}	4	4.02	65	69%	3.50	48	63%	3.74	77	62%
MAC 1140 ^{**}	4	3.69	25	84%	2.64	14	14%	3.97	66	64%
MAC 1311 ^{**}	4	3.44	9	56%	3.75	24	63%	3.41	39	51%
MAT 1033 ^{**}	3	2.66	47	40%	2.92	48	52%	3.60	64	66%
MGF 1107 ^{**}	3	4.31	62	97%	4.12	58	95%	3.94	66	92%
STA 2023 ⁺	4	3.54	54	54%	3.59	22	59%	2.96	80	44%

Core Abilities assessed: *Think Critically; **Solve Problems

Science and Engineering Cluster

The Science and Engineering cluster provided valid assessment results for 582 students in eight different courses. The cluster assesses the core ability of Think Critically and Solve Problems. Table 9 shows the results of the spring 2015 assessment cycle.

The reflective comments submitted by faculty vary greatly by course. Faculty for some courses (BSCC 1005, OCE 1001) do not feel the assessment works well and expressed the desire to change the tools as soon as possible. Faculty in other courses (BSCC 1010, 1011, 2094) noted that the tools worked well. There were two comments regarding OCE 1001 that indicated the benchmark was listed wrong. However, according to the AA Program Assessment Course Benchmarks file, the benchmark is accurately listed in the system. This should be reviewed to ensure all information is up to date.

Table 9: Spring 2015 Science and Engineering Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
BSCC 1005 ⁺	3.92	3.70	3.46	3.63	3.59	3.72	2	83	83	100.0%
BSCC 1010 ⁺	3.92	3.77	3.74	3.82	3.40	3.89	2	116	112	96.6%
BSCC 1011 ⁺	3.55	3.71	3.62	3.57	3.57	3.62	3	42	41	97.6%
BSCC 2093 ⁺	3.08	3.06	3.19	3.00	2.92	3.17	3	36	30	83.3%
BSCC 2094 ⁺	3.46	3.13	2.92	2.99	3.06	3.41	3	78	68	87.2%
CHM 1045 ⁺	4.36	3.77	3.25	2.98	2.99	3.56	2	107	103	96.3%
MCBC 2010 ⁺	3.47	3.53	3.28	3.06	3.44	3.28	3	36	34	94.4%
OCE 1001 ⁺	3.94	3.85	3.77	1.87	3.83	3.51	4	84	45	53.6%
PHY 2048 ⁺	4.43	4.43	4.14	3.86	3.71	4.29	3	7	6	85.7%

Core Abilities assessed: ⁺Think Critically and Solve Problems;

Table 10 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Previous semesters have inconsistent reporting of benchmark and criteria; the table presents a trend for assessments that were reported with the same criteria and benchmarks.

Table 10: Science and Engineering Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
BSCC 1005 ⁺	2	3.00	13	100%	3.14	42	98%	3.72	83	100%
BSCC 1010 ⁺	2	4.35	43	95%	4.12	52	96%	3.89	116	97%
BSCC 1011 ⁺	3	3.29	42	86%	3.54	39	92%	3.62	42	98%
BSCC 2093 ⁺	3	2.55	47	53%	2.87	30	73%	3.17	36	83%
BSCC 2094 ⁺	3	3.75	44	68%	3.30	23	83%	3.41	78	87%
CHM 1045 ⁺	2	3.36	80	96%	3.65	81	95%	3.56	107	96%
MCBC 2010 ⁺	3	-	-	-	3.33	9	89%	3.28	36	94%
OCE 1001 ⁺	4	-	-	-	3.21	48	33%	3.51	84	54%
PHY 2048 ⁺	3	3.58	12	75%	3.48	21	71%	4.29	7	86%

Core Abilities assessed: *Think Critically and Solve Problems;

Humanities and World Religion Cluster

The Humanities and World Religion cluster provided valid assessment results for 268 students in four different courses. The cluster assesses the core ability of Think Critically and Solve Problems. Table 11 shows the results of the spring 2015 assessment cycle.

Some faculty expressed the need to revise assessment tools and rubrics. There were multiple comments that related to students' basic reading and writing skills and how that negatively impacted assessment results.

Table 11: Spring 2015 Humanities and World Religion Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
REL 2300 [^]	2.48	2.57	2.71	2.38	-	2.71	3	21	14	66.7%
HUM 2211 ⁺	3.72	3.51	3.70	3.66	3.71	3.61	3	82	72	87.8%
HUM 2230 ⁺	3.36	3.07	3.28	3.20	3.17	3.23	3	75	61	81.3%
HUM 2249 ⁺	3.32	3.30	3.39	3.48	3.17	3.31	3	90	64	71.1%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [^]Process Information

Table 12 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Previous semesters have inconsistent reporting of benchmark and criteria; the table presents a trend for assessments that were reported with the same criteria and benchmarks.

Table 12: Humanities and World Religion Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
REL 2300 [^]	3	2.78	18	78%	2.77	22	77%	2.71	21	67%
HUM 2211 ⁺	3	3.09	34	71%	3.31	13	100%	3.61	82	88%
HUM 2230 ⁺	3	-	-	-	3.60	72	79%	3.23	75	81%
HUM 2249 ⁺	3	-	-	-	3.13	47	74%	3.31	90	71%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [^]Process Information

Social and Behavior Science Cluster

The Social and Behavior Science cluster provided valid assessment results for 338 students in six different courses. The cluster assesses the core abilities: Think Critically and Solve Problems; Model Ethic and Civic Responsibility; and Work Cooperatively. Table 13 shows the results of the spring 2015 assessment cycle.

There were some common themes among the reflective feedback concerning students' basic writing and citation skills. One faculty was concerned about fairness to the student as the PSY 2012 assessment critiques proper citation, but the course does not have Composition 1 as a prerequisite. Procedural issues may need to be addressed including allowing multiple submissions so student can "get the paper right" and submitting "their overall grade for the course" as their score on the assessment.

Table 13: Spring 2015 Social and Behavior Science Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
SYG 2000 [#]	3.67	3.60	-	-	-	3.78	3	60	57	95.0%
AMH 2010 ⁺	2.95	2.74	2.79	2.82	-	2.81	3	39	23	59.0%
AMH 2020 ⁺	2.75	2.45	2.73	2.78	-	2.70	3	40	24	60.0%
POS 2041 ⁺	3.77	4.23	4.14	4.32	-	4.27	3	22	22	100.0%
PSY 2012 ⁺	4.05	3.85	3.56	3.96	3.69	3.82	3	162	152	93.8%
SOW 2054 ^{&}	3.07	3.53	4.27	4.27	-	3.40	3	15	14	93.3%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [#]Model Ethic and Civic Responsibility; [&]Work Cooperatively

Table 14 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results. Previous semesters have inconsistent reporting of benchmark and criteria; the table presents a trend for assessments that were reported with the same criteria and benchmarks.

Table 14: Social and Behavior Science Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
SYG 2000 [#]	3	-	-	-	3.97	31	90%	3.78	60	95%
AMH 2010 ⁺	3	3.54	39	97%	3.28	36	78%	2.81	39	59%
AMH 2020 ⁺	3	3.08	53	81%	3.29	48	83%	2.70	40	60%
POS 2041 ⁺	3	-	-	-	3.70	46	100%	4.27	22	100%
PSY 2012 ⁺	3	3.25	57	82%	3.54	101	92%	3.82	162	94%
SOW 2054 ^{&}	3	-	-	-	-	-	-	3.40	15	93%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [#]Model Ethic and Civic Responsibility; [&]Work Cooperatively

Performing and Visual Arts Cluster

The Performing and Visual Arts cluster provided valid assessment results for 58 students in three different courses. The cluster assesses the core abilities: Think Critically and Solve Problems; and Process information. Table 15 shows the results of the spring 2015 assessment cycle.

One concern was the simplistic scale (1-5) used; some faculty would like to have the option to report in increments of 0.5. In-text citations were a concern. Faculty offered suggestions as to how they can improve their students' assessment results.

Table 15: Spring 2015 Performing and Visual Arts Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
ARTC 1300 ⁺	3.45	3.55	3.23	3.27	-	3.36	4	22	10	45.5%
MUL 2010 ⁺	2.83	2.50	2.44	2.56	-	2.72	3	18	11	61.1%
THE 1100 [^]	3.83	2.83	3.39	3.89	3.89	3.50	3	18	17	94.4%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [^]Process Information

Table 16 presents the overall results of the assessment data for the past two cycles along with the spring 2015 results.

Table 16: Performing and Visual Arts Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
ARTC 1300 ⁺	4	3.70	27	56%	3.50	18	50%	3.36	22	45%
MUL 2010 ⁺	3	2.50	2	50%	2.77	13	77%	2.72	18	61%
THE 1100 [^]	3	-	-	-	3.44	18	89%	3.50	18	94%

Core Abilities assessed: ⁺Think Critically and Solve Problems; [^]Process Information

Developmental Reading and Writing Cluster

The Developmental Reading and Writing cluster provided valid assessment results for 60 students in three different courses. The cluster assesses the core ability Think Critically and Solve Problems. Table 17 shows the results of the spring 2015 assessment cycle.

The faculty had a number of positive comments regarding the use of the assessment tool and rubric. Two comments related to the increased use of math-word problems as students struggled with that portion of the assessment. One faculty offered a recommendation to become more familiar with the whole assessment process in order to be able to provide appropriate reflective comments.

Table 17: Spring 2015 Developmental Reading and Writing Cluster Assessment Results

Course	Criteria Performance				Overall Performance				
	C1	C2	C3	C4	Overall	Bench	N of Students	N Met Bench	% Met Bench
REAV 0017 ⁺	3.52	3.62	2.58	2.97	3.08	2	60	56	93.3%

Core Abilities assessed: *Think Critically and Solve Problems

Table 18 presents the overall results of the assessment data for the fall of 2014 and spring of 2015.

Table 18: Developmental Reading and Writing Cluster Performance Trend

Course	Bench	201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench
REAV 0017 ⁺	2	3.4	10	80%	3.08	60	93%

Core Abilities assessed: *Think Critically and Solve Problems

Education Cluster

The Education cluster provided valid assessment results for 28 students in one course. The cluster assesses the core ability Work Cooperatively. Table 19 shows the results of the spring 2015 assessment cycle.

There was a comment regarding the timing of the assessment project so that last minute semester issues do not get in the way of the process.

Table 19: Spring 2015 Education Cluster Assessment Results

Course	Criteria Performance					Overall Performance				
	C1	C2	C3	C4	C5	Overall	Bench	N of Students	N Met Bench	% Met Bench
EDF 1005 ^{&}	4.57	4.79	4.79	4.86	4.86	4.86	3	28	27	96.4%

Core Abilities assessed: [&]Work Cooperatively

Table 20 presents the overall results of the assessment data for the fall of 2014 and spring of 2015.

Table 20: Education Cluster Performance Trend

Course	Bench	201410			201440			201510		
		Overall	N	% Met Bench	Overall	N	% Met Bench	Overall	N	% Met Bench
EDF 1005 ^{&}	3	4.63	48	100%	4.78	9	100%	4.86	3	96%

Core Abilities assessed: [&]Work Cooperatively