

**&** Public

Program/Unit: AA-General Studies

Item Title: Mission Statement, Program Overview

Mission Statement: The mission of the School of Pure and Applied Sciences and the School of Arts, Humanities, and Social Sciences, through the provision of the Associate in Arts Degree and the General Education Program embedded within it, is to prepare students to

effectively demonstrate general education competencies and elective course learning outcomes for the purpose of enriching their program-related knowledge, expanding educational opportunities, and providing transferable and lifelong workplace

skills.

Name of Person Completing Plan:

Responsible Roles: No Roles Selected

**Start:** 7/1/2014 **End:** 6/30/2015 **Progress:** Completed

Last modified 7/6/2015 at 4:19 PM by Megan Just Created 8/29/2014 at 12:57 PM by Administrator Account



**Component Number:** 1

Component Name: Enrollment

**Results:** 

**Program Component** • Headcount and FTE by program (Primary)

**Description:** • Demographic information by program (FT/PT, M/F, ethnicity, financial aid status, Pell Grant recipients, entering GPA)

Goal(s): During the 2014-2015 academic year, enrollment will remain the same or increase over the 2013-2014 headcount.

Enrollment

	Fall :	Fall	2014		
	<u>n</u>	%	<u>n</u>	%	
Headcount	9406		9488		
Full-Time Equivalent (FTE) Enrollment <sup>1</sup>	2791.5		2731.2		
Full-Time Enrollment	3463	36.8%	3483	36.7%	
Part-Time Enrollment	5943	63.2%	6005	63.3%	
Female	5288	56.2%	5399	56.9% 42.6% 0.5%	
Male	4038	42.9%	4042		
Gender Unknown	80	0.9%	47		
Hispanic	2480	26.4%	2738	28.9%	
American Indian/Native Alaskan	27	0.3%	28	0.3%	
Asian	195	2.1%	184	1.9%	
Black/ African American	983	10.5%	967	10.2%	
Native Hawaiian/ Pacific Islander	25	0.3%	14	0.1%	
White	5179	55.1%	4993	52.6%	
Two or More	141	1.5%	208	2.2%	
Race/Ethnicity Unknown	376	4.0%	356	3.8%	
Paid Pell Grant	3307	35.2%	2987	31.5%	
Paid Any Financial Aid	4141	44.0%	3812	40.2%	
Average Age	21.9		21.5		
Average High School GPA (Entering Freshmen)	n/a		2.92		

Full-Time Equivalent (FTE) Enrollment 1 - Total Student Credit Hour Production Divided by 30

• TAA General Studies Program Review July 2015

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic Assessment on July 29, 2015 to review these results. Based on these data and the review of institutional enrollment goals and goal of 1% increase was established for AY 2015-2016. To support continued enrollment growth, college is employing a recruitment plan to include targeting high ability students both locally and out of state (see attached minutes).

• Minutes A.A. Program Meeting 07292015

Responsible Parties: Institutional Research, Deans

**Progress:** Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:30 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:45 AM by <u>Susan Hibbard</u>



**Component Number: 2** Component Name: Completion

**Program Component** • Degrees/certificates conferred **Description:** • Degrees conferred per 100 FTE

· Average time to degree/certificate completion (For students who entered without transfer credit)

• First-time full-time freshmen 3-year graduation rate (AA only)

Goal(s): By the completion of the 2014-2015 academic year, the three-year graduation rate will be 30% or higher.

## Completion

and the second second	Academic Year 2013-	Academic Year 2014-
	14	15
Degrees/Certificates Conferred	1714	1438
Degrees Conferred per 100 FTE	27.7	23.7
Average Time to Degree <sup>2</sup>	3.30	3.28

### Results:

	Fall 2010 Cohort	3-Year Grad Rate	Fall 2011 Cohort	3-Year Grad Rate
	Cohort Gr	%	<u>n</u>	%
First-Time Full-Time Freshmen 3-Year Graduation Rates (AA Only)	1274	26.1%	1256	28.8%

MAA General Studies Program Review July 2015

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic Assessment on July 29, 2015 to review these results. Based on these data and the review of institutional enrollment goals, a three-year graduation goal of 30% was established for AY 2015-2016. The Deans discussed plans for identifying barrier courses and strategies to help students be more successful in those courses (e.g. Writing Intensive, College Algebra). Also the Deans discussed efforts to better student engagement with their educational plans and related advising sessions. Continued efforts by the SB 1720 implementation team are in place to allow students to declare meta-majors. The Deans are working with the Advising team to help build AA "Focus" areas that will support advising that increases retention and completion, as well as support a decrease in excess credit acquisition (see attached minutes).

Minutes A.A. Program Meeting 07292015

Responsible Parties: Institutional Research, Deans

Progress: Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:30 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:48 AM by <u>Susan Hibbard</u>



Component Number: 3 Component Name: Progression

**Program Component** • Retention (Fall to Fall, retention or completer)

Description: • Service to other programs in the institution (AA or AS completers into Bachelor's programs. Certificate completers into AA

or AS programs.)

Goal(s): By the completion of the 2014-2015 academic year, the fall to fall retention rate will be 55%.

Progression

	Fall	2012	Fall	2013	Fall 2014	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Enrollment	9429		9406		9488	
Completed Program Prior to Following Fall	1337	14.2%	1187	12.6%		
Still Enrolled in Program Following Fall	3855	40.9%	3849	40.9%		
Total Fall to Fall Program Retention	5192	55.1%	5036	53.5%		

### Results:

	Academic Year 2012- A			Year 2013- 14	Academic Year 2014 15		
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	
Degrees/Certificates Conferred (Associate and Certificate Completion Only)	1755	( <del></del>	1714				
Enrolled FSW Following Academic Year	566	32.2%	531	31.0%			
Transferred Following Academic Year	956	57.6%	854	49.8%			
Unknown	422	10.2%	476	27.8%			

AA General Studies Program Review July 2015

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic Assessment on July 29, 2015 to review these results. Based on these data and the review of institutional enrollment goals, and state accountability data, a goal of 55% fall to fall retention was established for AY 2015-2016 (see attached minutes). Based on these data and the review of institutional enrollment goals, and state accountability data, a goal of 55% fall to fall retention was established for AY 2015-2016. The Deans discussed plans for identifying barrier courses and strategies to help students be more successful in those courses (e.g. Writing Intensive, College Algebra). Also the Deans discussed efforts to better student engagement with their educational plans and related advising sessions. Continued efforts by the SB 1720 implementation team are in place to allow students to declare meta-majors. The Deans are working with the Advising team to help build AA "Focus" areas that will support advising that increases retention and completion, as well as support a decrease in excess credit acquisition (see attached minutes).

Minutes QEP Implementation 042115

Responsible Parties: Institutional Research, Deans

Progress: Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:31 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:49 AM by <u>Susan Hibbard</u>



Component Number: 4
Component Name: Course Data

**Program Component** • Average Course Section Size

**Description:** 

Goal(s): By the end of the 2014-2015 academic year, the average class size will be 24 students.

Course Data

Results:

	Academic Year 2013- 14	Academic Year 2014- 15
Average Course Section Size (Only Includes Course Sections with 6 or More Students Enrolled)	23.6	24.3

TAA General Studies Program Review July 2015

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic

Assessment on July 29, 2015 to review these results. Based on these data a goal of an average class size of 25 was established for AY 2015-2016. The Deans discussed strategies for reaching this goal to include working with the Provost's policy running courses at 75% or higher of capacity. Other strategies were discussed to include ways to increase section capacity where appropriate (see attached minutes).

• Minutes A.A. Program Meeting 07292015

Responsible Parties: Institutional Research, Deans

\*Note: By June 1, Deans must provide subject code and course numbers to the Office of Institutional Research.

**Progress:** Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:31 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:50 AM by <u>Susan Hibbard</u>



Component Number: 4
Component Name: Course Data

**Program Component** • Average Course Section Size

**Description:** 

Goal(s): By the end of the 2014-2015 academic year, the average class size will be 24 students.

Course Data

Results:

	Academic Year 2013- 14	Academic Year 2014- 15
Average Course Section Size (Only Includes Course Sections with 6 or More Students Enrolled)	23.6	24.3

AA General Studies Program Review July 2015

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic

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• Minutes A.A. Program Meeting 07292015

Responsible Parties: Institutional Research, Deans

\*Note: By June 1, Deans must provide subject code and course numbers to the Office of Institutional Research.

**Progress:** Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:31 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:50 AM by <u>Susan Hibbard</u>



Component Number: 5

Component Name: Success

Program Component • (Fall to Fall, retained with 2.0 GPA or higher, transferred with 2.0 or higher, graduated) (AA an AS only using State

**Description:** Accountability Data)

• Licensure and certification exam pass rates (AS and BS only)

Goal(s): By the end of the 2014-2015 academic year, 80% of the FTIC students that enrolled after the 2010-2011 academic year will

be currently attending with a 2.0 or higher, left the college with at least a 2.0 GPA, or will have graduated from Florida

SouthWestern State College.

# College: FL SouthWestern (AA)

		Total Cohort Pop	Graduated		Enrolled in Good Standing		Enrolled not in Good Standing		Left in Good Standing		Retention Rate		Success Rate	
			N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity	FT/PT													
Asian	FT	22	13	59.09	4	18.18	0	0.00	2	9.09	17	77.27	19	86.36
	PT	6	1	16.67	4	66.67	0	0.00	0	0.00	5	83.33	5	83.33
	Total	28	14	50.00	8	28.57	0	0.00	2	7.14	22	78.57	24	85.71
Black	FT	85	33	38.82	12	14.12	2	2.35	19	22.35	47	55.29	64	75.29
	PT	59	9	15.25	11	18.64	1	1.69	23	38.98	21	35.59	43	72.88
	Total	144	42	29.17	23	15.97	3	2.08	42	29.17	68	47.22	107	74.31
Hispanic	FT	229	93	40.61	38	16.59	7	3.06	48	20.96	138	60.26	179	78.17
	PT	147	26	17.69	36	24.49	5	3.40	48	32.65	67	45.58	110	74.83
	Total	376	119	31.65	74	19.68	12	3.19	96	25.53	205	54.52	289	76.86
Amer Indian/Alas Native	FT	3	1	33.33	1	33.33	0	0.00	0	0.00	2	66.67	2	66.67
	PT	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
	Total	4	1	25.00	1	25.00	0	0.00	1	25.00	2	50.00	3	75.00
Two or more	FT	8	1	12.50	3	37.50	0	0.00	2	25.00	4	50.00	6	75.00
	PT	5	1	20.00	2	40.00	0	0.00	0	0.00	3	60.00	3	60.00
	Total	13	2	15.38	5	38.46	0	0.00	2	15.38	7	53.85	9	69.23
Native Hawian/Pacific Isle		1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
	PT	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	2	0	0.00	0	0.00	0	0.00	1	50.00	0	0.00	1	50.00
White	FT	480	196	40.83	82	17.08	10	2.08	121	25.21	288	60.00	399	83.13
	PT	337	64	18.99	73	21.66	9	2.67	115	34.12	146	43.32	252	74.78
	Total	817	260	31.82	155	18.97	19	2.33	236	28.89	434	53.12	651	79.68
OTHER	FT	37	17	45.95	3	8.11	5	13.51	8	21.62	25	67.57	28	75.68
	PT	33	7	21.21	5	15.15	1	3.03	10	30.30	13	39.39	22	66.67
	Total	70	24	34.29	8	11.43	6	8.57	18	25.71		54.29	50	7 7 7 7 7
Total	FT	865	354	40.92	143	16.53	24	2.77	201	23.24	521	60.23	698	80.69
	PT	589	108	18.34	131	22.24	16	2.72	197	33.45	255	43.29	436	74.02
	Total	1454	462	31.77	274	18.84	40	2.75	398	27.37	776	53.37	1134	77.99

Results:

Use of Results: The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic Assessment on July 29, 2015 to review these results. The Deans discussed plans for identifying barrier courses and strategies to help students be more successful in those courses (e.g. Writing Intensive, College Algebra). Also the Deans discussed efforts to better student engagement with their educational plans and related advising sessions. Continued efforts by the SB 1720 implementation team are in place to allow students to declare meta-majors. The Deans are working with the Advising team to help build AA "Focus" areas that will support advising that increases retention and completion, as well as support a decrease in excess credit acquisition (see attached minutes).

• Minutes A.A. Program Meeting 07292015

Responsible Parties: Deans, Office of Academic Assessment Progress: Completed

**Start:** 7/1/2014 End: 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:36 PM by Eileen DeLuca Created 4/13/2015 at 10:51 AM by Susan Hibbard



Name of Unit: AA-General Studies Component Number: 6

Component Name: Satisfaction **Program Component** • Program surveys

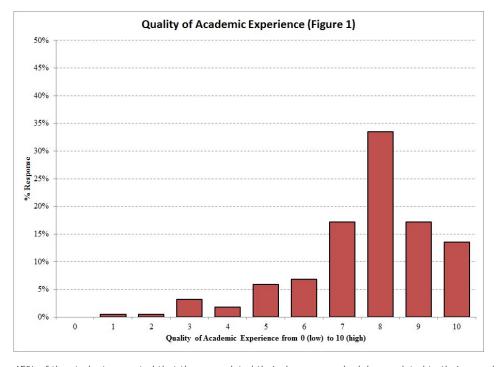
**Description:** • SEI comparisons across modalities

• Graduate follow-up results (employment rates and employer survey results where applicable, graduate surveys)

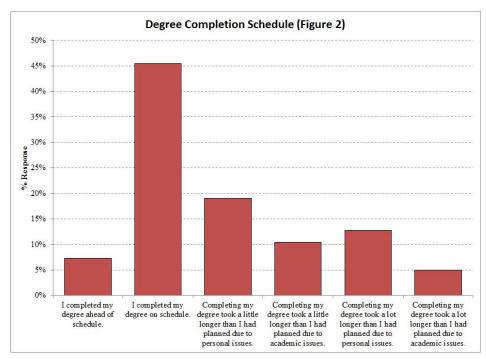
Goal(s): During the 2014-2015 academic year, the deans in collaboration with the faculty will create and administer an AA completer survey. Baseline data will be collected for AY 2015-2016 goal setting.

Results: The AA completer survey was sent to 627 students who were registered to graduate in Spring 2015. The survey had a 35% response rate.

On a scale of 0-10, 64% of the respondents rated the quality of their academic experience at Florida SouthWestern State College as "8" or higher (see Figure 1 below).

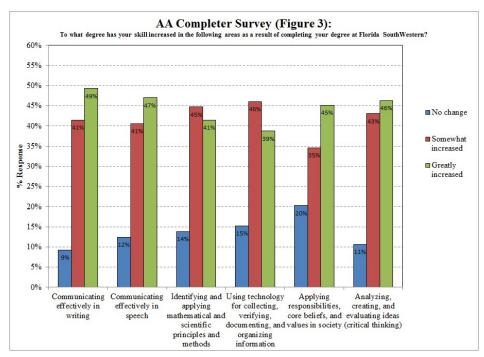


45% of the students reported that they completed their degree on schedule as related to their completion goals (see Figure 2 below).

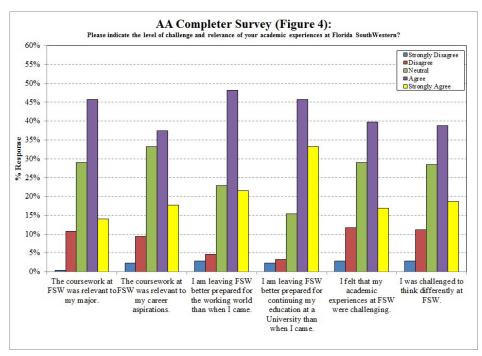


Results for the following item: To what degree has your skill increased in the following areas as a result of completing

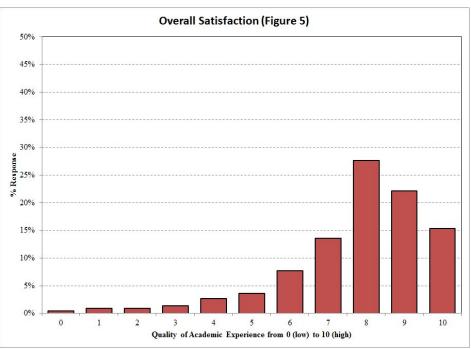
your degree and Florida SouthWestern?



**Results for the following item:** Please indicate the level of challenge and relevance of your academic experiences at Florida SouthWestern State College.



On a scale of 0-10, 67% of the respondents rated their overall satisfaction with their experiences at Florida SouthWestern State College as "8" or higher (see figure below).



AA Completer Survey 2015

Use of Results: The results were disseminated to the deans and department chairs on May 26, 2015. The results were disseminated to the General Education Program Review Committee (GEPR)on May 27, 2015. The GEPR Committee noted that the Technology/Information Management (TIM) Competency had the lowest percentage of respondents indicating their knowledge "greatly increased." The GEPR committee is working on revising the General Education Competencies and providing more clarity of focus for the former "TiM" competency. The Deans of Pure and Applied Sciences and Arts, Humanities and Social Sciences met with the Office of Academic Assessment on July 29, 2015 to review these results. The Dean of Pure and Applied Sciences noted that on the Lee Campus, Science labs will be under renovation. He will work with the faculty to ensure students are comfortable and in secure learning environments. Once the new labs are established, faculty and students will have updated facilities with state of the art technology. Also the Deans discussed improvements to student life (including the introduction of athletics) which may lead to increased engagement and overall college satisfaction (see attached minutes).

• Minutes A.A. Program Meeting 07292015

Responsible Parties: Deans, Faculty, Office of Academic Assessment

**Progress:** Completed **Start:** 7/1/2014 **End:** 6/30/2015

Responsible Roles: No Roles Selected

Last modified 8/26/2015 at 2:37 PM by <u>Eileen DeLuca</u> Created 4/13/2015 at 10:52 AM by <u>Susan Hibbard</u>

📑 Achievement of General Education Competency: Communication

Name of Unit: AA-General Studies

Outcome Number: AA 1

outcome?:

Outcome Title: Achievement of General Education Competency: Communication

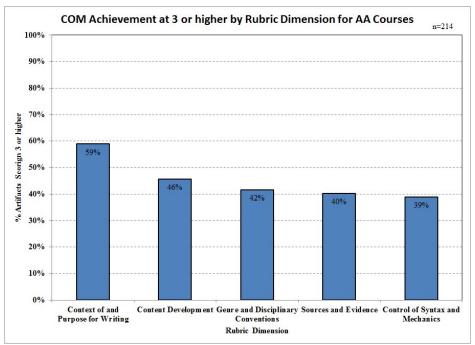
Outcome Description: By completion of the AA Degree, students will be able to communicate effectively using standard English (written or oral). How were the results This plan builds on the 2013-2014 Unit Plan, "AA 4" which described the development of a General Education assessment from the prior year plan. The current plan focuses on the implementation of the General Education assessment pilot.

TAA 4 Achievement of General Education Competencies

used to develop this

1 (Required) - Overall Achievement of Dimensions: The AAC&U "Communication Value Rubric," will be employed in a pilot assessment Assessment Method: of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric.

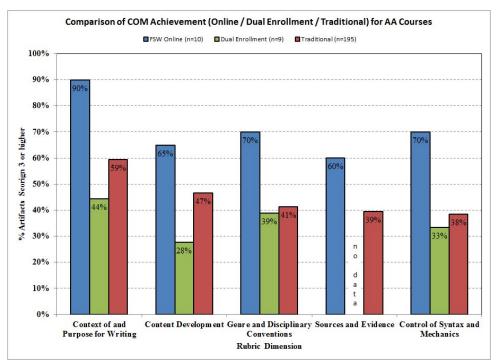
### 1 - Results & **Analysis:**



2 (Optional) - Comparison of Online, Dual Enrollment and Traditional: The AAC&U "Communication Value Rubric," will be employed Assessment Method: in a pilot assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional).

2 - Results & A Fisher's exact test comparing each cohort independently was conducted. When comparing online to traditional courses, Analysis: the "Context and Purpose of Writing", "Genre and Disciplinary Conventions", and "Source and Evidence" exhibit statistically significant differences in those scoring a 3 or higher with p-values of 0.008, 0.019, and 0.36, respectively.

> When comparing online to dual enrollment, the "Context and Purpose of Writing" as well as the "Content Development" dimensions exhibit statistically significant differences in those scoring a 3 or higher. P-values for "Context and Purpose of Writing" and "Content Development" are 0.004 and 0.028, respectively.



3 (Optional) - Achievement of Dimensions by Credits Earned: The AAC&U "Communication Value Rubric," will be employed in a pilot Assessment Method: assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant aspects of the rubric across credit achievement level (e.g. achievement with respect to number of credits earned).

3 - Results & Due to the nature of the pilot study, we were not able to specifically target courses and their respective prerequisites to Analysis: establish a process for collecting artifacts while identifying credits attained by the students submitting the artifacts. The Office of Academic Assessment has established a procedure for the full implementation during AY 2015-16 and discussed the procedure at the a meeting on May 7, 2015 with the Learning Assessment Committee, Discipline Chairs, and volunteer

Use of Results: On May 7, 2015, The Learning Assessment Committee, Discipline Chairs, and General Education scorers met to review preliminary results from the AY 2014-2015 General Education Assessment Pilot (see attached minutes). Based on the quantitative and qualitative data presented, the committee came to the following conclusions:

- 1. In the past the college has offered TLC workshops on helping students avoid plagiarism. The Librarians and English faculty discussed working together to offer "Plagiarism-Proof Assignment" workshops to offer professional development regarding shaping assignment guidelines with the intent of reducing opportunities for plagiarism.
- 2. COM scorers found that specific and clear guidelines generally led to better student writing and discussed the concept of developing a collection of tips and pointers when preparing an assignment to limit plagiarism.
- 3. The committee discussed the concept of Mathematics plagiarism. Recent issues of concern are related to new technology and Web pages offering to solve problems and show all steps to students.
- 4. The committee discussed the need to revisit and re-emphasize the concept of academic integrity, and the relationship between submitting original work/properly documenting sources and academic integrity.
- 5.The committee proposed that COM, CT, and QR are possibilities for a more extended focus in AY 2015-2016.TIM and GSR may undergo changes due to the work of the General Education Competency Review Committee (GECR), so we would want to do more professional development in those areas before focus on assessment.
- 6.The committee discussed choosing 1-2 competencies and having the LAC committee members use the quantitative and qualitative feedback from the Pilot Study to revise the rubric language during the fall semester.
- 7. The committee proposed a modification to the volunteer submission process. Based on a map of 2014-2015 submissions, the committee will choose from a more focused set of courses to ensure we are able to do comparative studies (courses with ENC 1101/1102 as a prerequisite, vs. those without, online vs. face to face, etc.)
- 8. The committee agreed that LAC will have a Professional Development subcommittee that will work with the College's Professional Development committee to implement brown bag lunches, panels and other workshops.

A summary of the General Education Pilot Assessment results and use of results were shared with full-time faculty and Deans at the Provost's VPAA Workshop on August 18, 2015. See attached PowerPoint.

- CenEd\_Assessment\_Meeting\_Minutes\_050715
- GenEd Assessment PPT 050715 Meeting
- TLAC Presentation 8-18-2015-5

### **Additional Notes or Comments:**

Progress: Completed

🛂 Achievement of General Education Competency: Critical Thinking

🌉 Public

Name of Unit: AA-General Studies

Outcome Number: AA 2

Outcome Title: Achievement of General Education Competency: Critical Thinking

Outcome Description: By completion of the AA Degree, students will be able to demonstrate skills necessary for analysis, synthesis, and

evaluation.

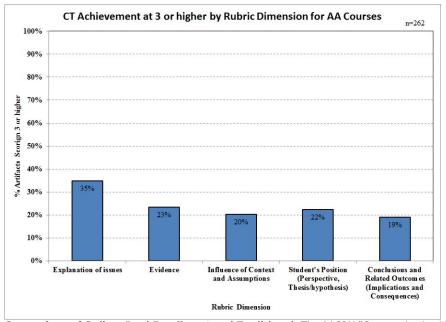
used to develop this outcome?:

How were the results This plan builds on the 2013-2014 Unit Plan "AA 4" which described the development of a General Education assessment from the prior year plan. This plan focuses on the implementation of the General Education assessment pilot.

TAA 4 Achievement of General Education Competencies

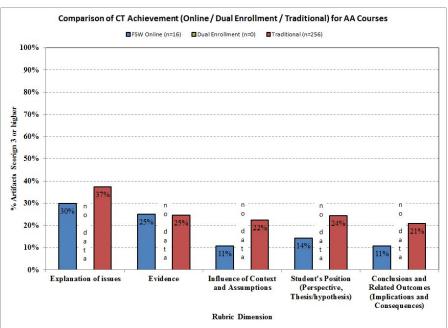
1 (Required) - Overall Achievement of Dimensions: The AAC&U "Communication Value Rubric," will be employed in a pilot assessment Assessment Method: of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving scores of 3 or higher on relevant dimensions of the rubric.

1 - Results & **Analysis:** 



2 (Optional) - Comparison of Online, Dual Enrollment and Traditional: The AAC&U "Communication Value Rubric," will be employed Assessment Method: in a pilot assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving scores of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional).

2 - Results & Using a Fisher's Exact test to compare rates of cohorts scoring 3 or higher individually found no significant difference Analysis: between online and traditional. No artifacts represented dual enrollment students.



3 (Optional) - Achievement of Dimensions by Credits Earned: The AAC&U "Communication Value Rubric," will be employed in a pilot Assessment Method: assessment of artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline

for the number of student artifacts receiving scores of 3 or higher on relevant aspects of the rubric across credit achievement level (e.g. achievement with respect to number of credits earned).

3 - Results & Due to the nature of the pilot study, we were not able to specifically target courses and their respective prerequisites to Analysis: establish a process for collecting artifacts while identifying credits attained by the students submitting the artifacts. The Office of Academic Assessment has established a procedure for the full implementation during AY 2015-16 and discussed the procedure at the a meeting on May 7, 2015 with the Learning Assessment Committee, Discipline Chairs, and volunteer scorers.

Use of Results: On May 7, 2015, The Learning Assessment Committee, Discipline Chairs, and General Education scorers met to review preliminary results from the AY 2014-2015 General Education Assessment Pilot (see attached minutes). Based on the quantitative and qualitative data presented, the committee came to the following conclusions:

- 1.The committee proposed that COM, CT, and QR are possibilities for a more extended focus in AY 2015-2016.TIM and GSR may undergo changes due to the work of the General Education Competency Review Committee (GECR), so we would want to do more professional development in those areas before focus on assessment.
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- CenEd Assessment Meeting Minutes 050715
- CenEd\_Assessment\_PPT\_050715\_Meeting
- LAC Presentation 8-18-2015-5

**Additional Notes or** Comments:

Progress: Completed

Responsible Roles: No Roles Selected

**Start:** 7/1/2014 **End:** 6/30/2015

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🛂 Achievement of General Education Competency: Technology/Information Management

Name of Unit: AA-General Studies

Outcome Number: AA 3

Outcome Title: Achievement of General Education Competency: Technology/Information Management

Outcome Description: By completion of the AA Degree, students will be able to demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

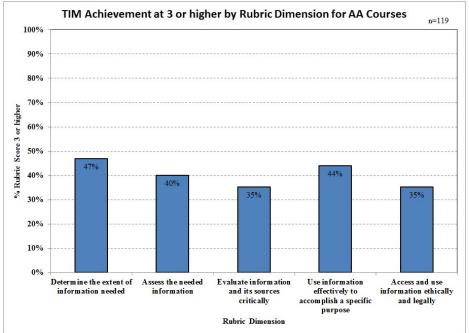
How were the results This plan builds on the 2013-2014 Unit Plan "AA 4" which described the development of a General Education assessment

from the prior year plan. This plan focuses on the implementation of the General Education assessment pilot.

used to develop this TAA 4 Achievement of General Education Competencies outcome?:

1 (Required) - Overall Achievement of Dimensions: The AAC&U "Communication Value Rubric," will be employed in a pilot assessment Assessment Method: of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric.

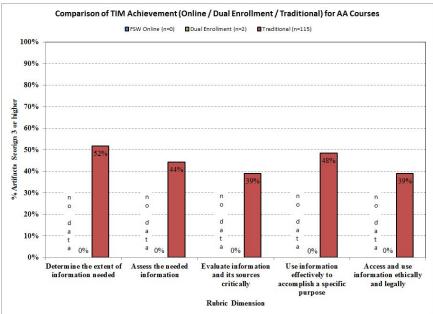
1 - Results & **Analysis:** 



2 (Optional) - Comparison of Online, Dual Enrollment and Traditional: The AAC&U "Communication Value Rubric," will be employed Assessment Method: in a pilot assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional).

**Analysis:** 

2 - Results & No statistical significance testing could be conducted due to paucity of data.



3 (Optional) - Achievement of Dimensions by Credits Earned: The AAC&U "Communication Value Rubric," will be employed in a pilot Assessment Method: assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant aspects of the rubric

🛂 Achievement of General Education Competency: Global Socio-cultural Responsibility



Name of Unit: AA-General Studies

Outcome Number: AA 4

Outcome Title: Achievement of General Education Competency: Global Socio-cultural Responsibility

Outcome Description: By completion of the AA Degree, students will be able to identify, describe, and apply responsibilities, core civic beliefs, and

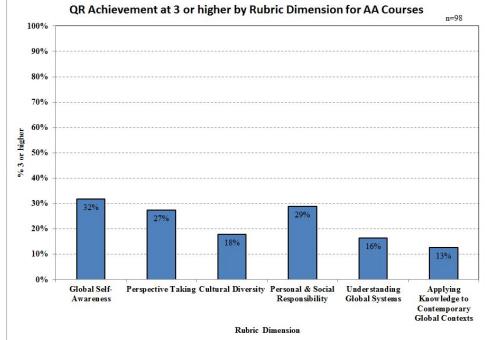
values present in a diverse society.

used to develop this outcome?:

How were the results This plan builds on the 2013-2014 Unit Plan "AA 4" which described the development of a General Education assessment

from the prior year plan. This plan focuses on the implementation of the General Education assessment pilot.

1 (Required) - Overall Achievement of Dimensions: The AAC&U "Communication Value Rubric," will be employed in a pilot assessment Assessment Method: of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of students receiving scores of 3 or higher on relevant dimensions of the rubric.



1 - Results & **Analysis:** 

2 (Optional) - Comparison of Online, Dual Enrollment and Traditional: The AAC&U "Communication Value Rubric," will be employed Assessment Method: in a pilot assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of students receiving scores of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional).

2 - Results & No results were statistically significantly different using a Fisher's exact test. Paucity of data limited significance testing to Analysis: online-to-traditional comparisons only.

🛂 Achievement of General Education Competency: Scientific and Quantitative Reasoning

🦺 Public

Name of Unit: AA-General Studies

Outcome Number: AA 5

Outcome Title: Achievement of General Education Competency: Scientific and Quantitative Reasoning

Outcome Description: By completion of the AA Degree requirements, students will be able to identify and apply mathematical and scientific

principles and methods.

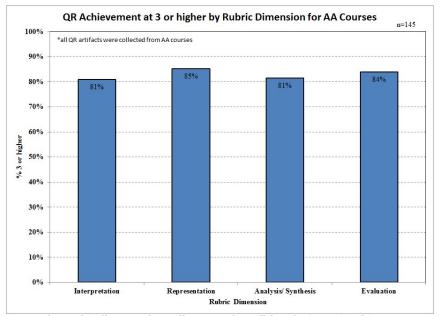
used to develop this outcome?:

How were the results This plan builds on the 2013-2014 Unit Plan "AA 4" which described the development of a General Education assessment from the prior year plan. This plan focuses on the implementation of the General Education assessment pilot.

TAA 4 Achievement of General Education Competencies

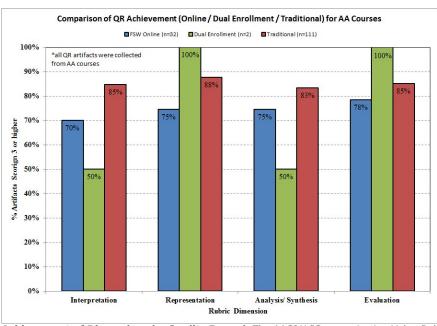
1 (Required) - Overall Achievement of Dimensions: The AAC&U "Communication Value Rubric," will be employed in a pilot assessment Assessment Method: of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric.

1 - Results & **Analysis:** 



2 (Optional) - Comparison of Online, Dual Enrollment and Traditional: The AAC&U "Communication Value Rubric," will be employed Assessment Method: in a pilot assessment of AA core artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional).

2 - Results & No results were statistically significantly different using a Fisher's exact test. Paucity of data limited significance testing to Analysis: online-to-traditional comparisons only.



3 (Optional) - Achievement of Dimensions by Credits Earned: The AAC&U "Communication Value Rubric," will be employed in a pilot Assessment Method: assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of student artifacts receiving a score of 3 or higher on relevant aspects of the rubric

across credit achievement level (e.g. achievement with respect to number of credits earned).

3 - Results & Due to the nature of the pilot study, we were not able to specifically target courses and their respective prerequisites to Analysis: establish a process for collecting artifacts while identifying credits attained by the students submitting the artifacts. The Office of Academic Assessment has established a procedure for the full implementation during AY 2015-16 and discussed the procedure at the a meeting on May 7, 2015 with the Learning Assessment Committee, Discipline Chairs, and volunteer scorers.

Use of Results: On May 7, 2015, The Learning Assessment Committee, Discipline Chairs, and General Education scorers met to review preliminary results from the AY 2014-2015 General Education Assessment Pilot (see attached minutes). Based on the quantitative and qualitative data presented, the committee came to the following conclusions:

- 1. The overall response from the scorers was that the QR rubric is easy to use on assignments aligned with the competency. The committee discussed providing training on what constitutes quantitative reasoning. The committee also discussed modifying the rubric to include distinguishing among "analysis/synthesis" and "evaluation".
- 2. The committee proposed that COM, CT, and QR are possibilities for a more extended focus in AY 2015-2016.TIM and GSR may undergo changes due to the work of the General Education Competency Review Committee (GECR), so we would want to do more professional development in those areas before focus on assessment.
- 3. The committee discussed choosing 1-2 competencies and having the LAC committee members use the quantitative and qualitative feedback from the Pilot Study to revise the rubric language during the fall semester.
- 4. The committee proposed a modification to the volunteer submission process. Based on a map of 2014-2015 submissions, the committee will choose from a more focused set of courses to ensure we are able to do comparative studies (courses with ENC 1101/1102 as a prerequisite, vs. those without, online vs. face to face, etc.)
- 5. The committee agreed that LAC will have a Professional Development subcommittee that will work with the College's Professional Development committee to implement brown bag lunches, panels and other workshops.

A summary of the General Education Pilot Assessment results and use of results were shared with full-time faculty and Deans at the Provost's VPAA Workshop on August 18, 2015. See attached PowerPoint.

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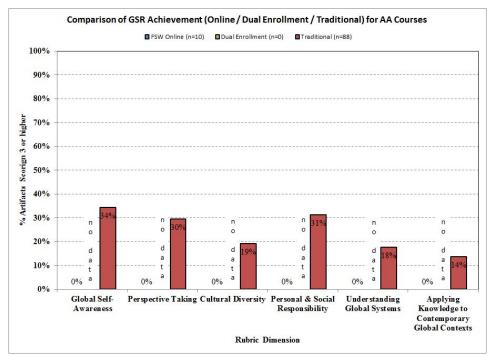
Additional Notes or Comments:

Progress: Completed

Responsible Roles: No Roles Selected

**Start:** 7/1/2014 **End:** 6/30/2015

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3 (Optional) - Achievement of Dimensions by Credits Earned: The AAC&U "Communication Value Rubric," will be employed in a pilot Assessment Method: assessment of AA core course artifacts submitted by faculty across courses. The Learning Assessment Committee will establish a baseline for the number of students receiving scores of 3 or higher on relevant aspects of the rubric across credit achievement level (e.g. achievement with respect to number of credits earned).

3 - Results & Due to the nature of the pilot study, we were not able to specifically target courses and their respective prerequisites to Analysis: establish a process for collecting artifacts while identifying credits attained by the students submitting the artifacts. The Office of Academic Assessment has established a procedure for the full implementation during AY 2015-16 and discussed the procedure at the a meeting on May 7, 2015 with the Learning Assessment Committee, Discipline Chairs, and volunteer

Use of Results: On May 7, 2015, The Learning Assessment Committee, Discipline Chairs, and General Education scorers met to review preliminary results from the AY 2014-2015 General Education Assessment Pilot (see attached minutes). Based on quantitative and qualitative data presented, the committee came to the following conclusions:

- 1. The committee proposed that COM, CT, and QR are possibilities for 2015-2016. TIM and GSR may undergo changes due to the work of the General Education Competency Review Committee (GECR), so we would want to do more professional development in those areas before focus on assessment.
- 2. The committee discussed choosing 1-2 competencies and having the LAC committee members use the quantitative and qualitative feedback from the Pilot Study to revise the rubric language during the fall semester.
- 3. The committee proposed a modification to the volunteer submission process. Based on a map of 2014-2015 submissions, the committee will choose from a more focused set of courses to ensure we are able to do comparative studies (courses with ENC1101/1102 as a prerequisite, vs. those without, online vs. face-to-face, etc.)
- 4. The committee agreed that LAC will have a Professional Development subcommittee that will work with the College's Professional Development committee to implement brown bag lunches, panels and other workshops.

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TLAC Presentation 8-18-2015-5

**Additional Notes or** 

Comments:

Progress: Completed

Responsible Roles: No Roles Selected

> **Start:** 7/1/2014 **End:** 6/30/2015

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across credit achievement level (e.g. achievement with respect to number of credits earned).

3 - Results & Due to the nature of the pilot study, we were not able to specifically target courses and their respective prerequisites to Analysis: establish a process for collecting artifacts while identifying credits attained by the students submitting the artifacts. The Office of Academic Assessment has established a procedure for the full implementation during AY 2015-16 and discussed the procedure at the a meeting on May 7, 2015 with the Learning Assessment Committee, Discipline Chairs, and volunteer scorers.

Use of Results: On May 7, 2015, The Learning Assessment Committee, Discipline Chairs, and General Education scorers met to review preliminary results from the AY 2014-2015 General Education Assessment Pilot (see attached minutes). Based on the quantitative and qualitative data presented, the committee came to the following conclusions:

- 1.The committee discussed the current Technology Information Management (TIM) competency. There remains some disagreement on what the competency intends to measure. As the General Education Competencies are revised, the participants suggest that the Information Literacy may be a separate competency or indicator from a competency related to using to technology to solve problems, make inferences, or come to conclusions (such as in Mathematics and Science). Having these as two separate competencies (or two separate indicators of a larger competency) will help clarify which assignments are related to the competency and will clarify which tool best measures achievement of the competency. The participants also discussed the overlap of TIM and COM results in regards to the need to focus on research skills, evaluating source material, using original writing, and citing sources.
- 2.The committee proposed that COM, CT, and QR are possibilities for a more extended focus in AY 2015-2016.TIM and GSR may undergo changes due to the work of the General Education Competency Review Committee (GECR), so we would want to do more professional development in those areas before focus on assessment.
- 3.The committee discussed choosing 1-2 competencies and having the LAC committee members use the quantitative and qualitative feedback from the Pilot Study to revise the rubric language during the fall semester.
- 4.The committee proposed a modification to the volunteer submission process. Based on a map of 2014-2015 submissions, the committee will choose from a more focused set of courses to ensure we are able to do comparative studies (courses with ENC 1101/1102 as a prerequisite, vs. those without, online vs. face to face, etc.)
- 5. The committee agreed that LAC will have a Professional Development subcommittee that will work with the College's Professional Development committee to implement brown bag lunches, panels and other workshops.

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- GenEd Assessment PPT 050715 Meeting
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**Additional Notes or Comments:** 

Progress: Completed

Responsible Roles: No Roles Selected

**Start:** 7/1/2014 **End:** 6/30/2015

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