

General Education Assessment

AY 2016-2017 Review

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General Education Assessment *History*



Spring 2014: Formation of General Education Assessment Subcommittee (GEAS)

Summer 2014: GEAS Adopted a faculty driven model measuring achievement through locally designed assignments and assessments and Guidelines for 2014-2015 General Education Assessment & Assignment Template

Fall 2014: Implementation of General Education model (3000+ artifacts in all 5 competencies; 62 volunteered assignments)

Spring 2015: Completed pilot study analysis of Fall 2014 data; Recommendations: 1) Professional development in assignment guidelines and 2) Identified competencies for future study

Fall 2015: 2nd Yr of GEAS-adopted GenEd Assessment model: Assessing COM, Professional development on COM and QR

Spring 2016: Completed 2nd Yr (on COM); Recommendations: 1) Development of Dual Enrollment participation, Professional development on supporting students' writing

Fall 2016: 3rd Yr of GEAS-adopted GenEd Assessment model: Assessing CT & QR, Professional development in student writing support

Professional Development in Response to AY 2015-2016 Assessment Study

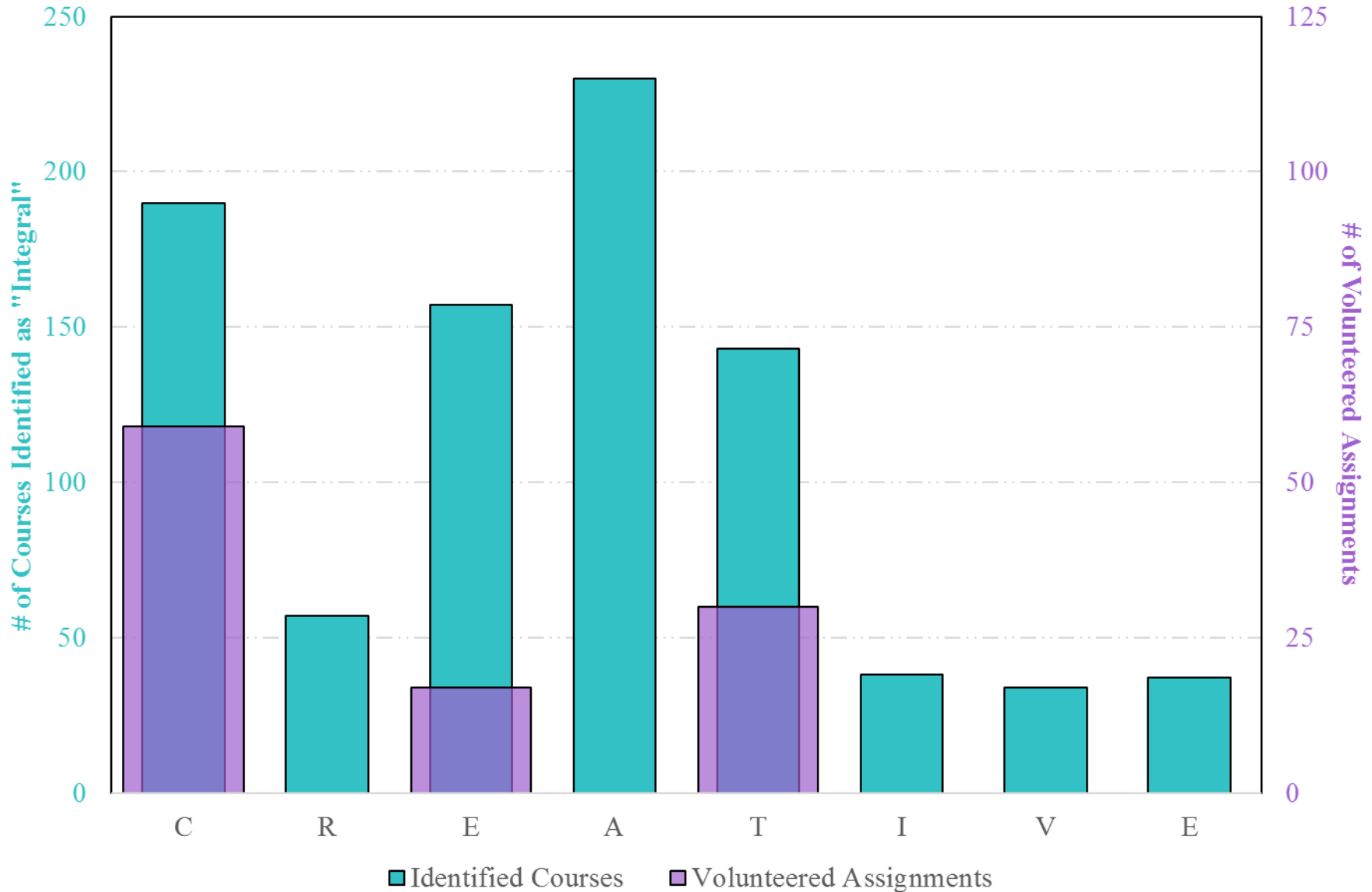
- ❑ *Assessment Workshop 101 – continues following Fall 2015 pilot*
 - Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca
- ❑ *Effective Listening: Purpose, Process and Strategies for Improvement*
 - Katie Paschall
- ❑ *It's Data-licious: Tasty Tidbits to Improve Student Writing and Presentations*
 - Joseph van Gaalen
- ❑ *Developing Effective Research Assignment Guidelines*
 - Amy Trogan, Phil Wisely, Arenthia Herren, Rozalind Jester
- ❑ *General Education Assessment Feedback: The Good, the bad, and the Ugly*
 - Rebecca Harris, Katie Paschall, Amy Trogan, and Joseph van Gaalen

- *To re-address the efficacy of the currently installed rubrics used for General Education Assessment as a measurement tool for FSW's General Education.*
- *To measure achievement of the General Education competencies across disciplines.*

- 47 assignments volunteered by FSW faculty for assessment spanning 9 disciplines and encompassing 885 individual artifacts.
- All college locations (Charlotte, Collier, Hendry-Glades, and Thomas Edison {Lee}) represented in the study as well as FSW Online and Offsite locations (dual enrollment).
- 12 volunteers serving in six scoring groups scored a sample of 376 artifacts (42% of total artifacts).
- Marius Coman, Rebecca Harris, Megan Just, Fernando Mayoral, Barbara Miley, Colleen Moore, Katie Paschall, Jennifer Patterson, Elijah Pritchett, Eric Seelau, Amy Trogan, William Wilcox

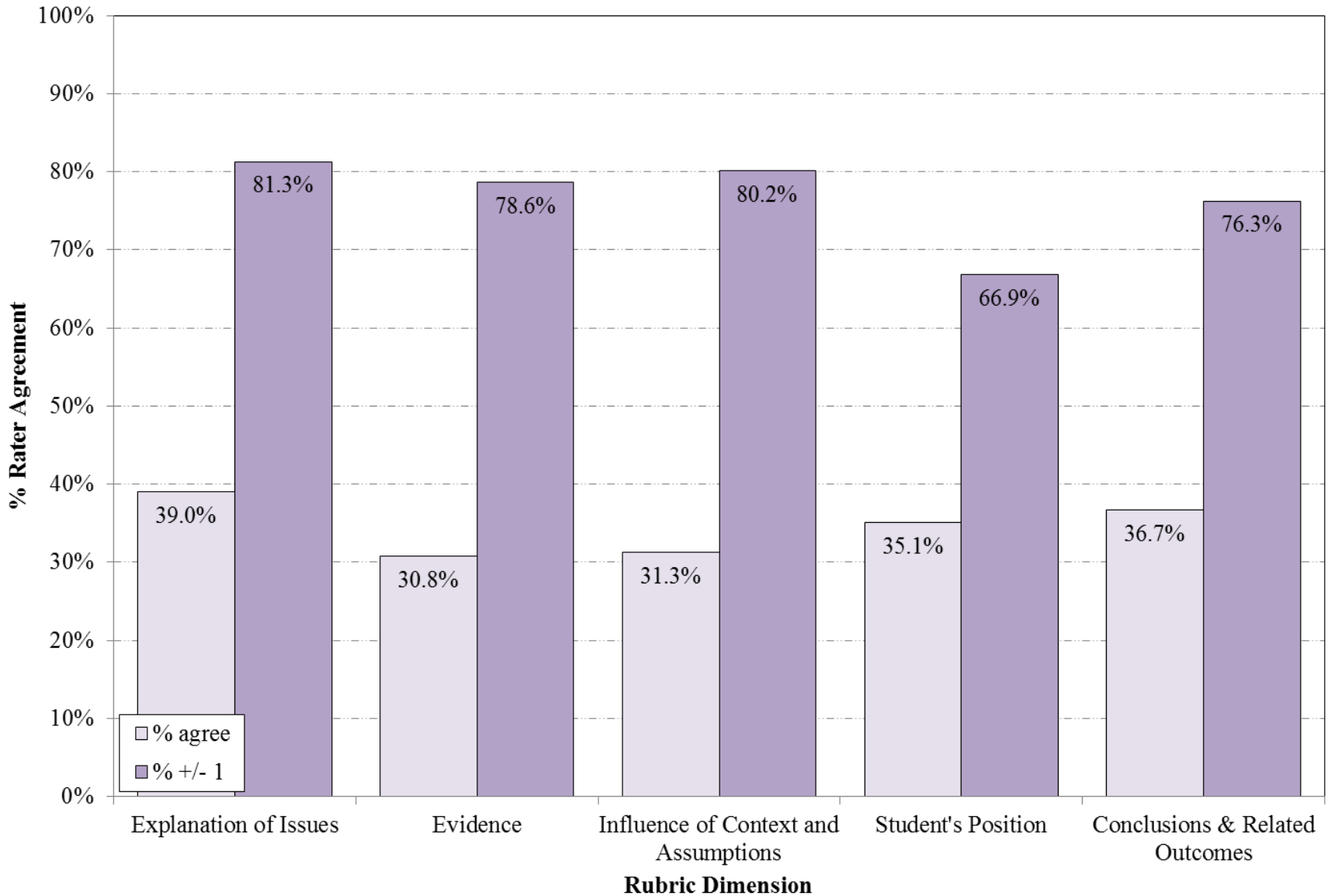
General Education Assessment Generalities

Comparison of Assignments Volunteered (in General Education Assessment Since AY 2014-15) with Courses Identified by Competency

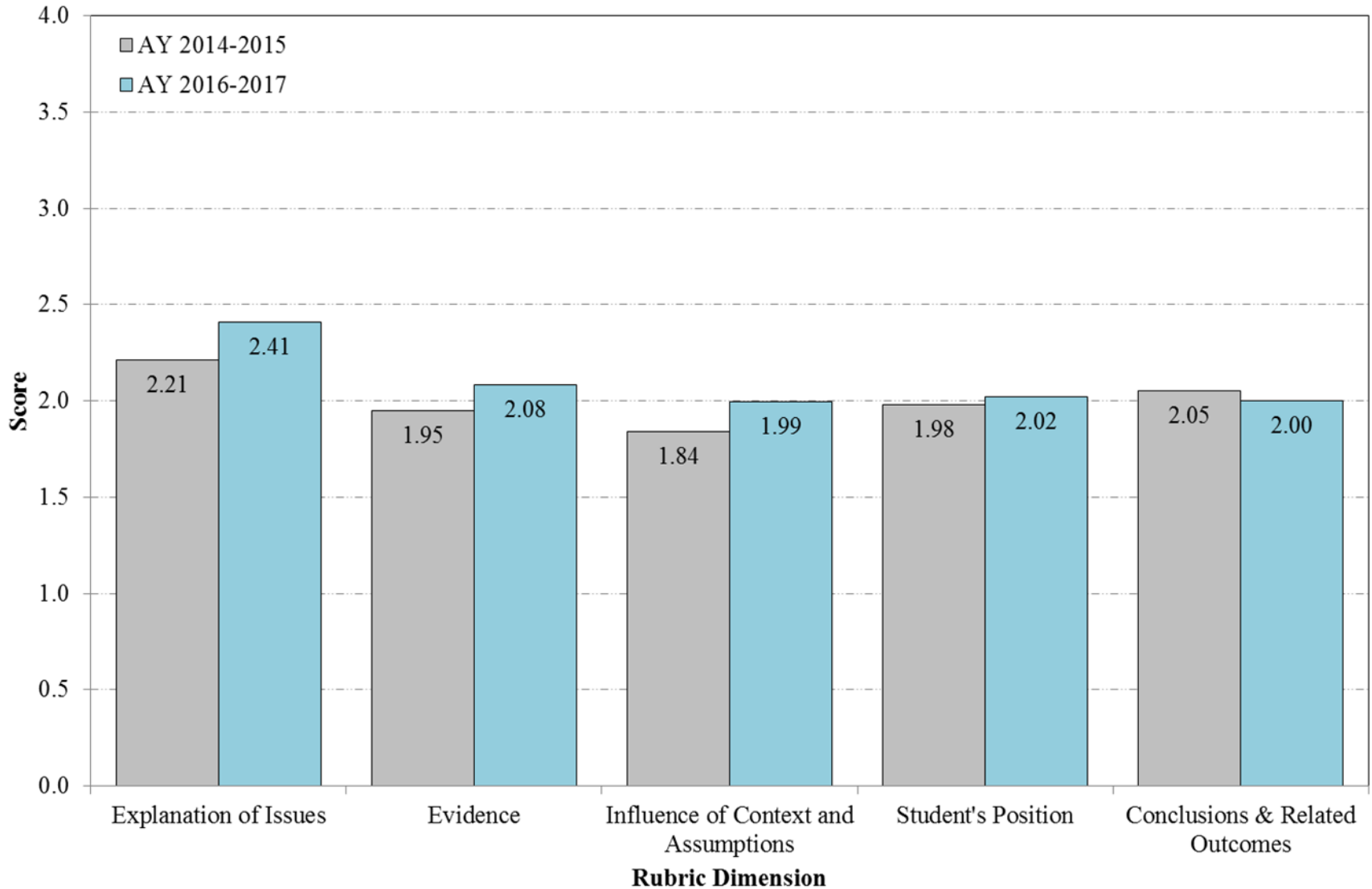


CT Inter-rater Reliability by Rubric Dimension

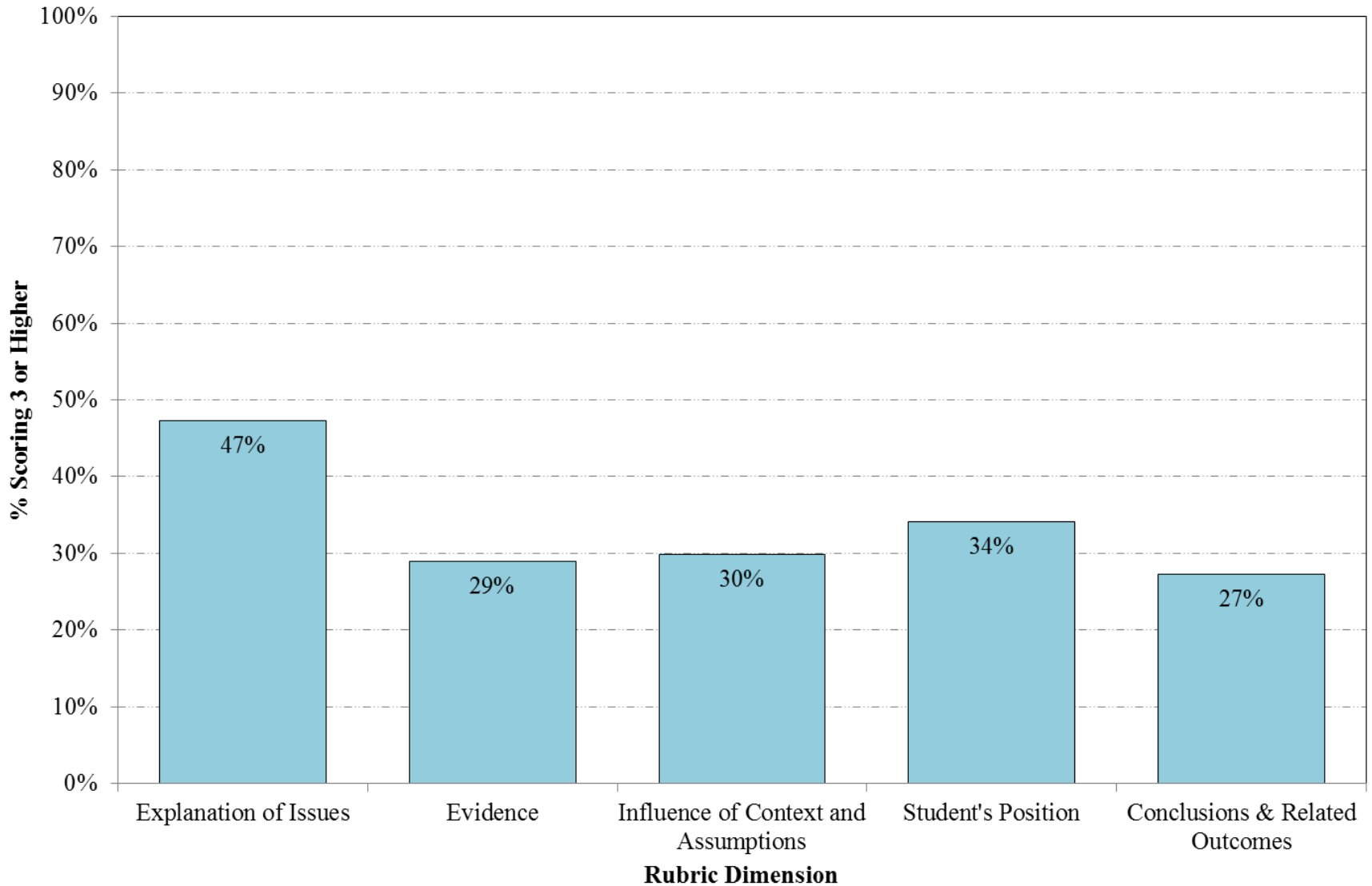
n = 153



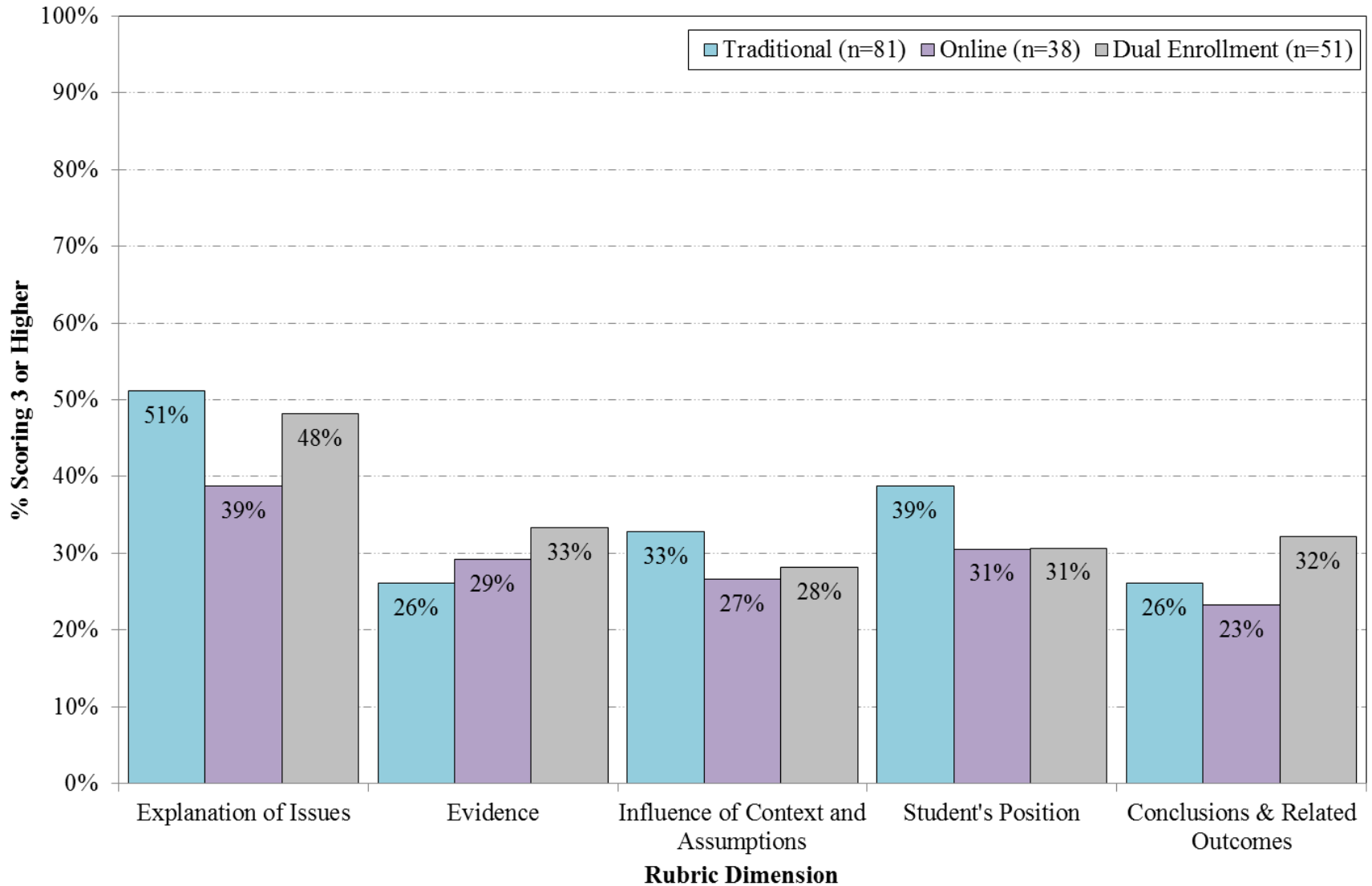
CT Achievement Over Time Mean Rubric Score by Dimension



CT Achievement
% Scoring 3 or Greater by Dimension



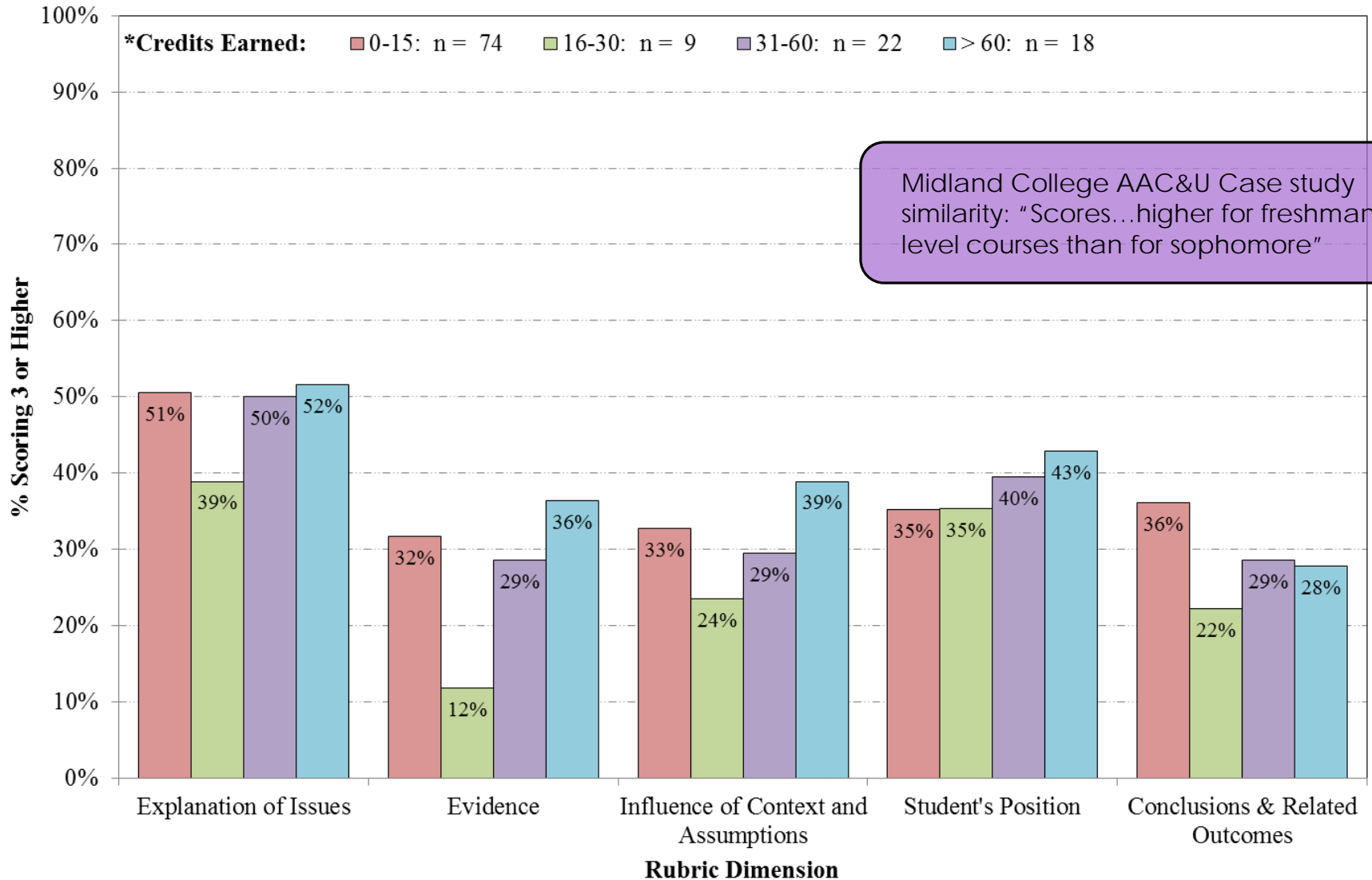
CT Achievement by Modality
% Scoring 3 or Greater by Dimension



Critical Thinking VALUE Rubric Achievement Comparisons

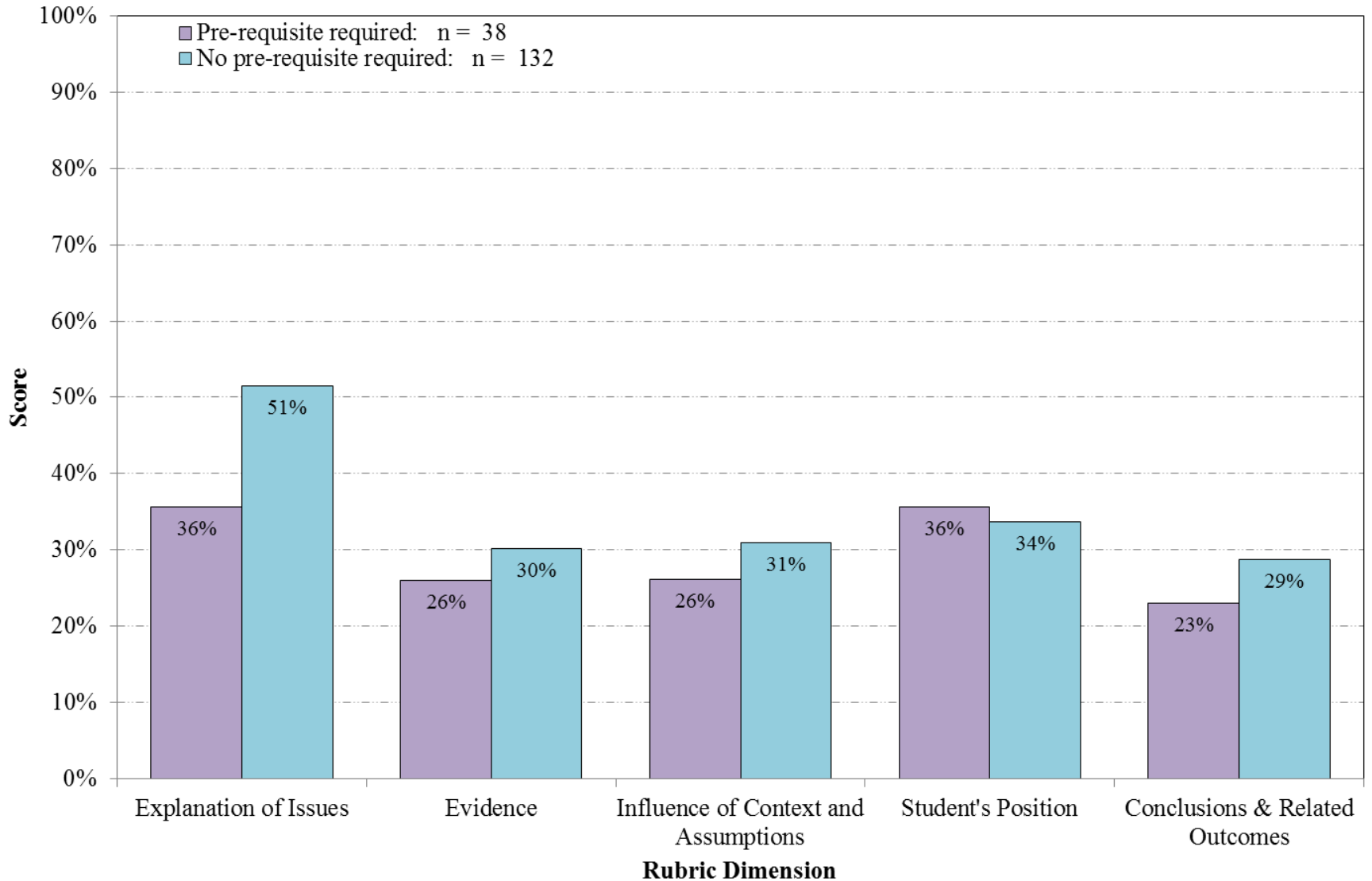
*Credits based on earned credits entering fall 2016 term

CT Achievement % Scoring 3 or Higher Based on Credits Earned

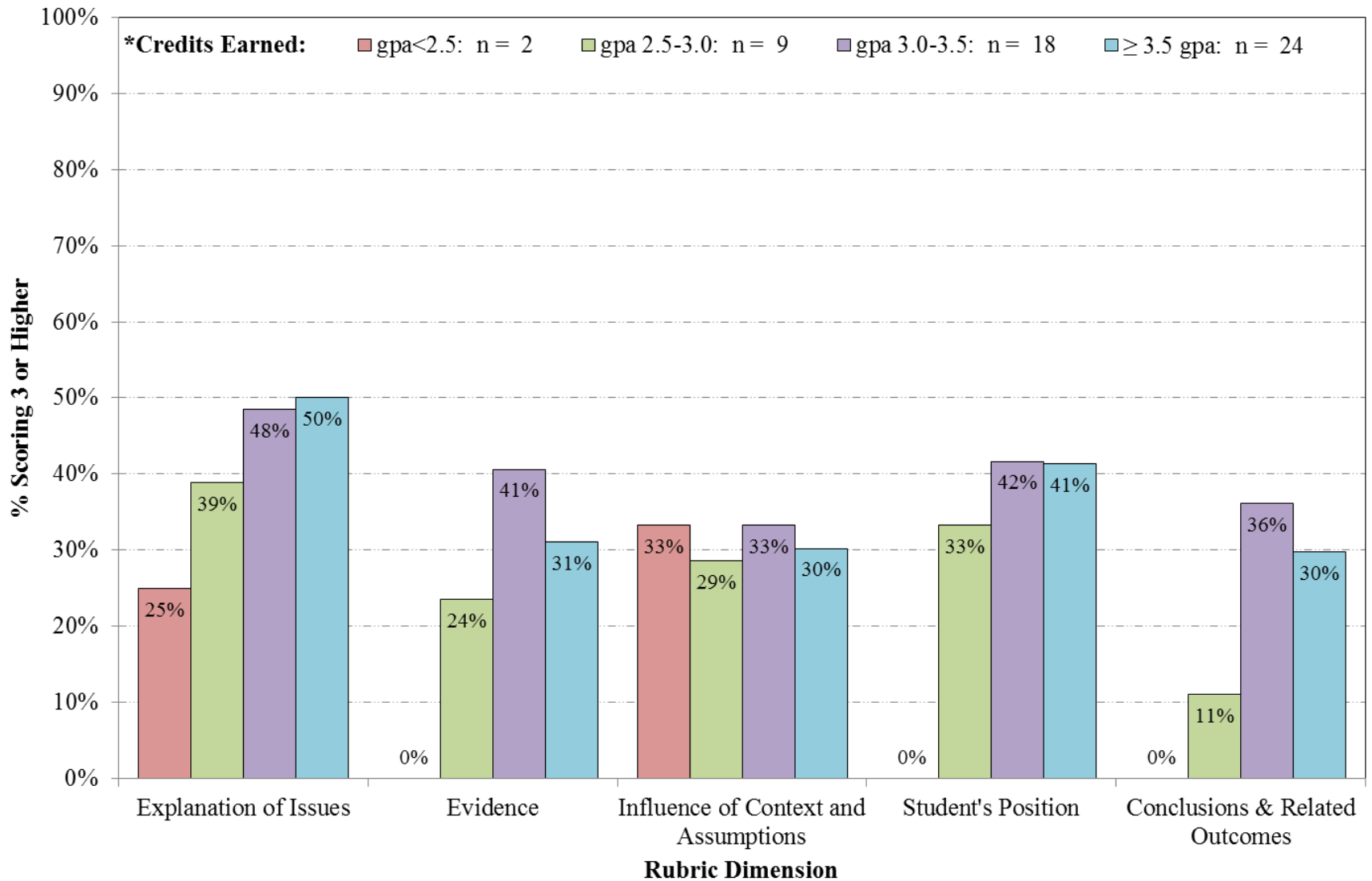


CT Achievement

% Scoring 3 or Higher Based on Courses with Pre-Requisites



CT Achievement % Scoring 3 or Higher Based on GPA



AY 2014-2015

Overall response: Divided on opinion about rubric's functionality. Those who thought it was dysfunctional cite that many artifacts that were submitted could not be scored on the rubric as written.

Trends in responses

- ❖ Questioning “Evidence” criterion: Not all assignments required sources and/or documentation.
- ❖ Critiquing and praising rubric for clarity.
- ❖ Aligning assignments with assessment tool: Definition of “critical thinking” varies. Raters reported any assignments were non-score-able on rubric because there was no evidence of critical thinking.

AY 2016-2017

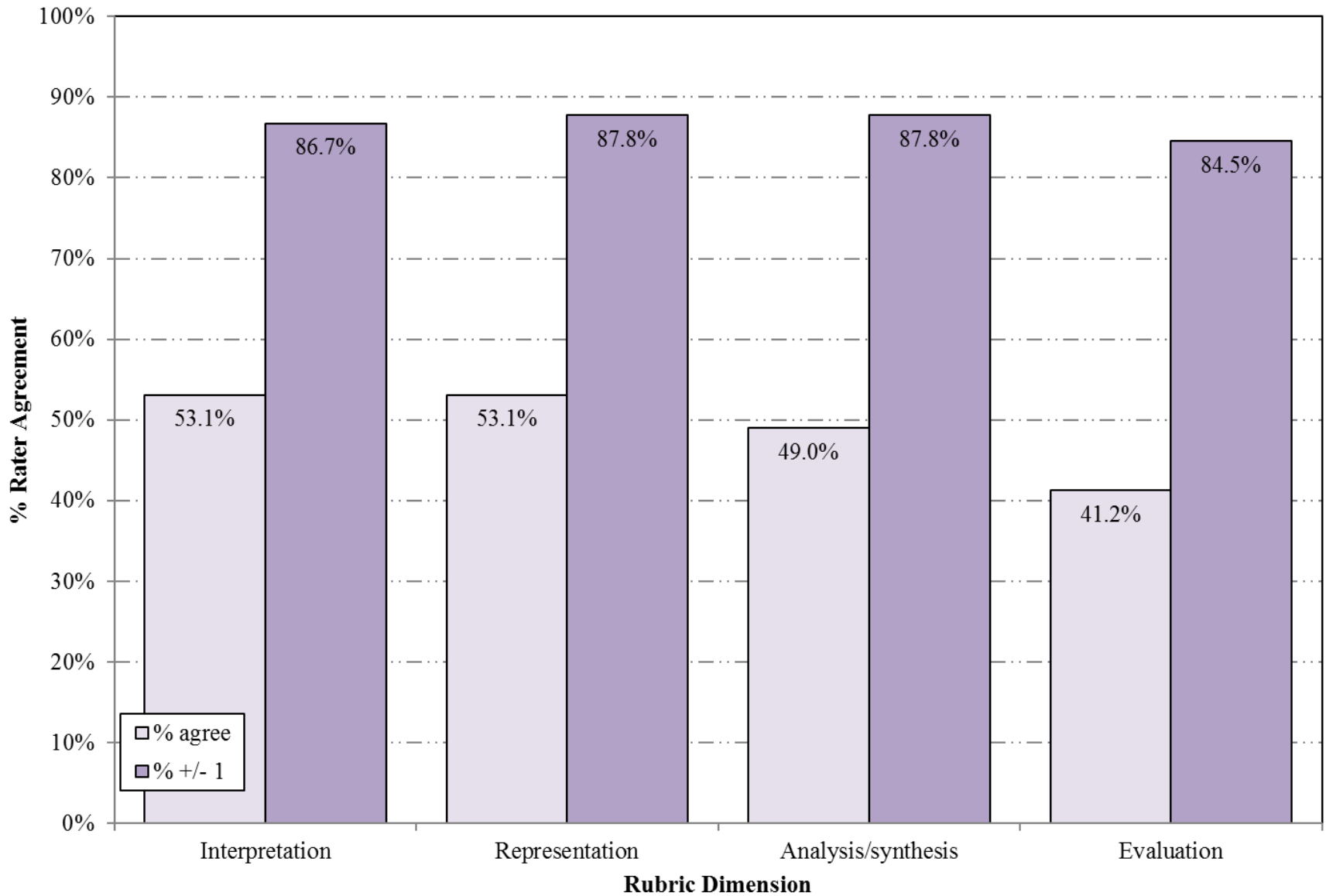
Overall response: Good instrument for essays and research papers but limited when scoring groups of sentences or other incorporated works such as images and graphs.

Trends in responses

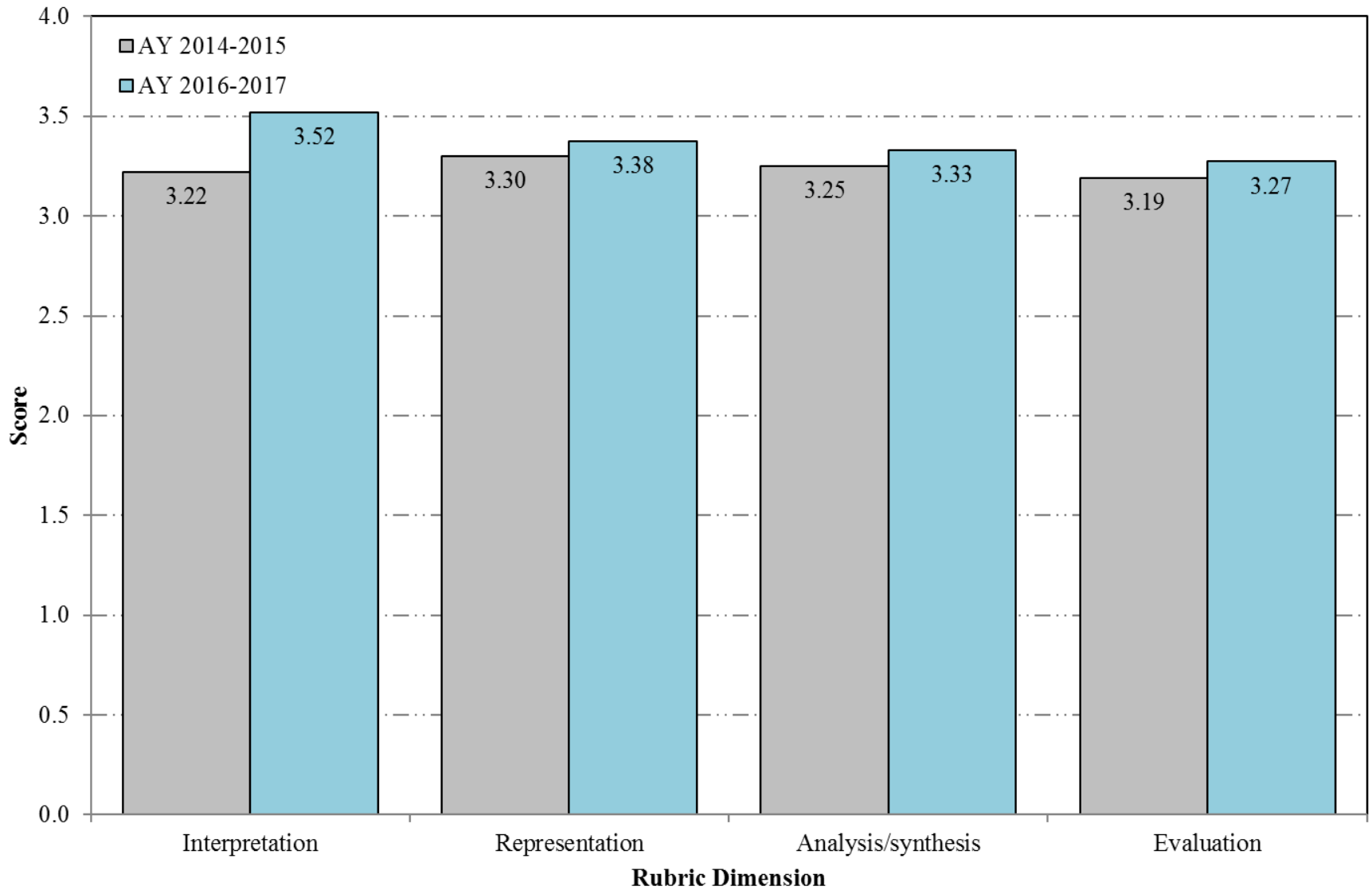
- ❖ Benchmark levels of “Evidence” and “Conclusion” could express a lower level of ability.
- ❖ Found parameters of dimensions and achievement levels to be thoughtful and discriminating
- ❖ Critical thinking “has never been adequately defined” so qualifying as critical thinking in one area might not in another making scoring cumbersome and in some cases unmanageable.

QR Inter-rater Reliability by Rubric Dimension

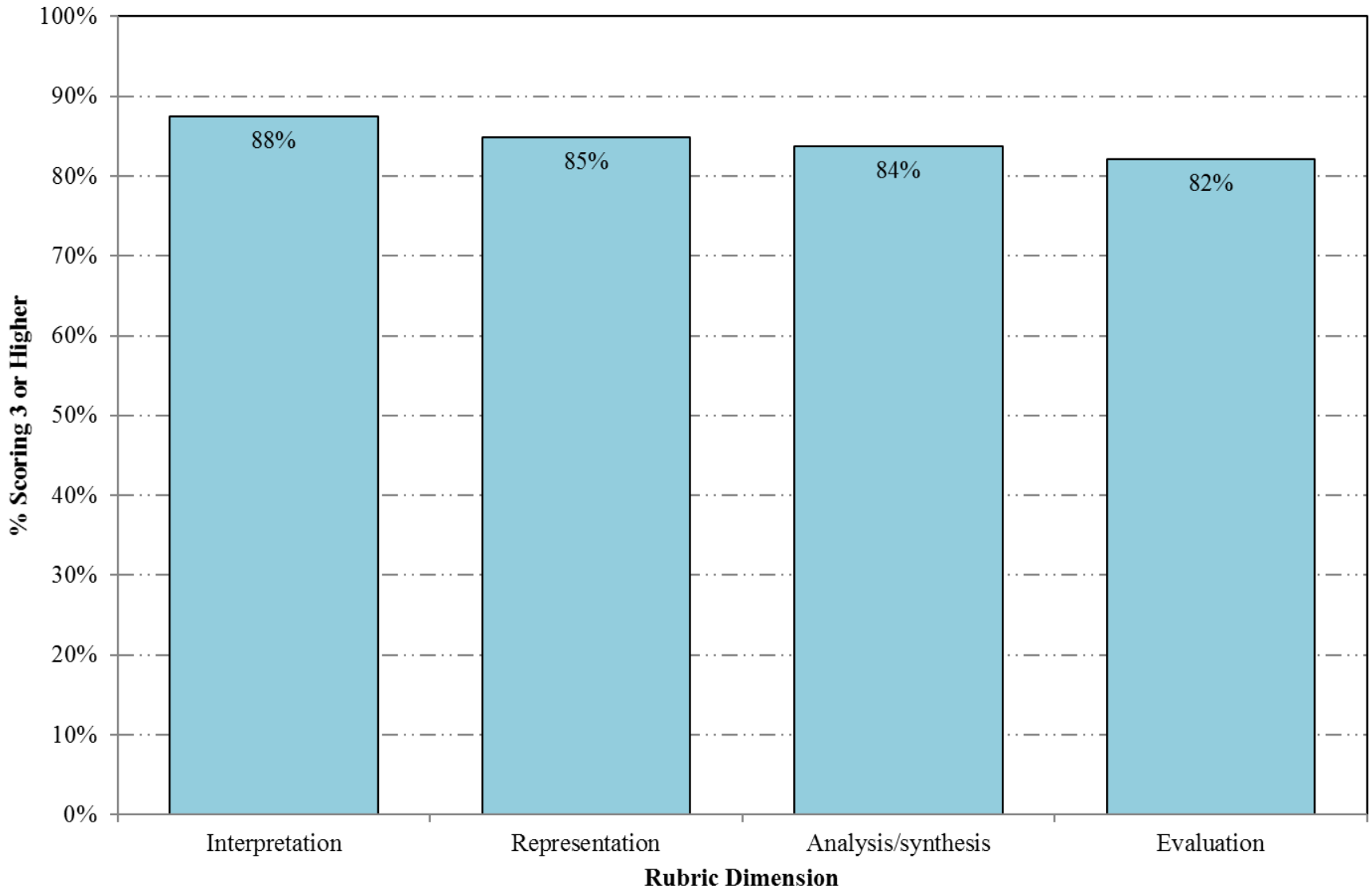
n = 206



QR Achievement Over Time Mean Rubric Score by Dimension

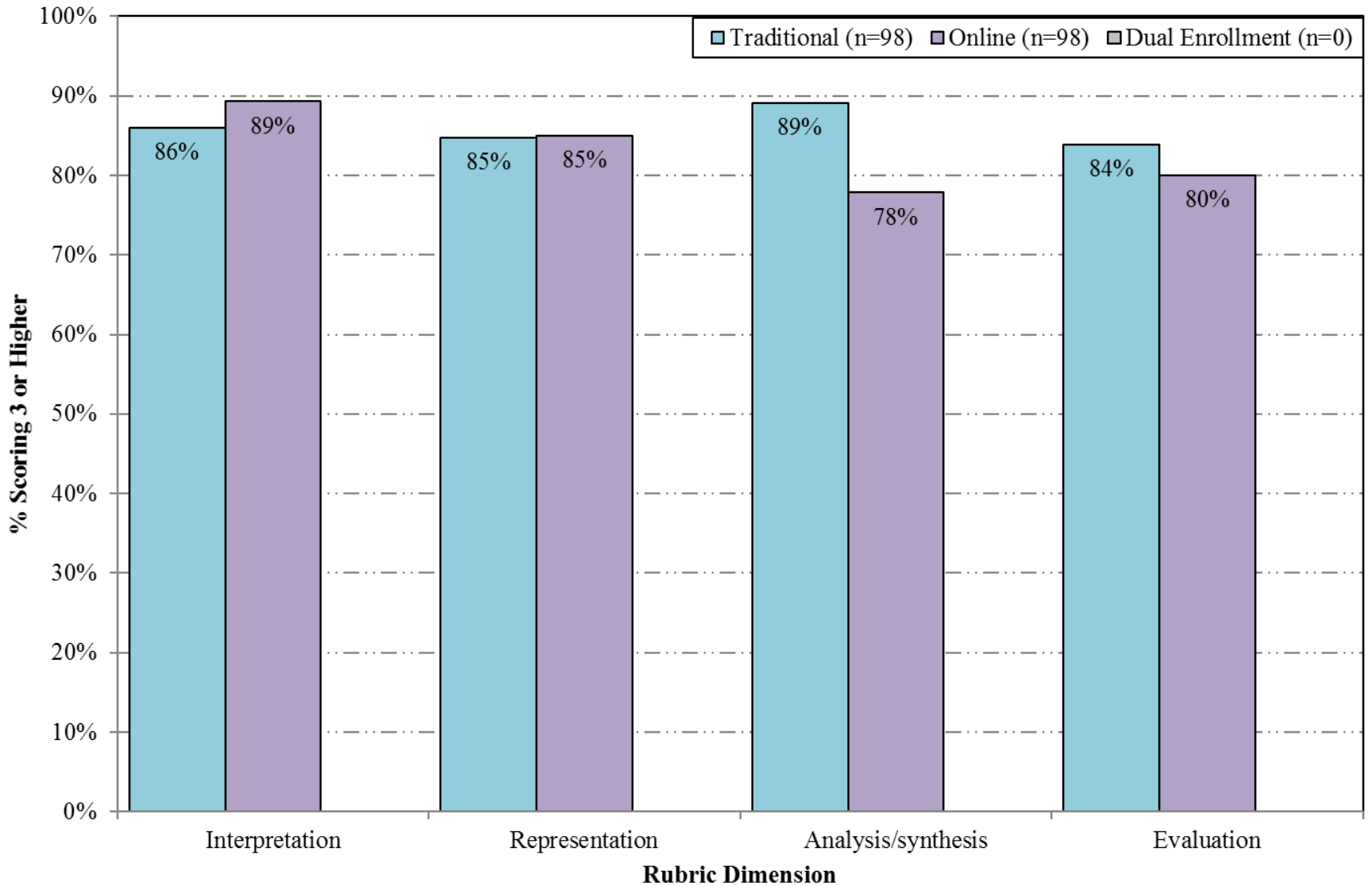


QR Achievement % Scoring 3 or Greater by Dimension



QR Achievement by Modality

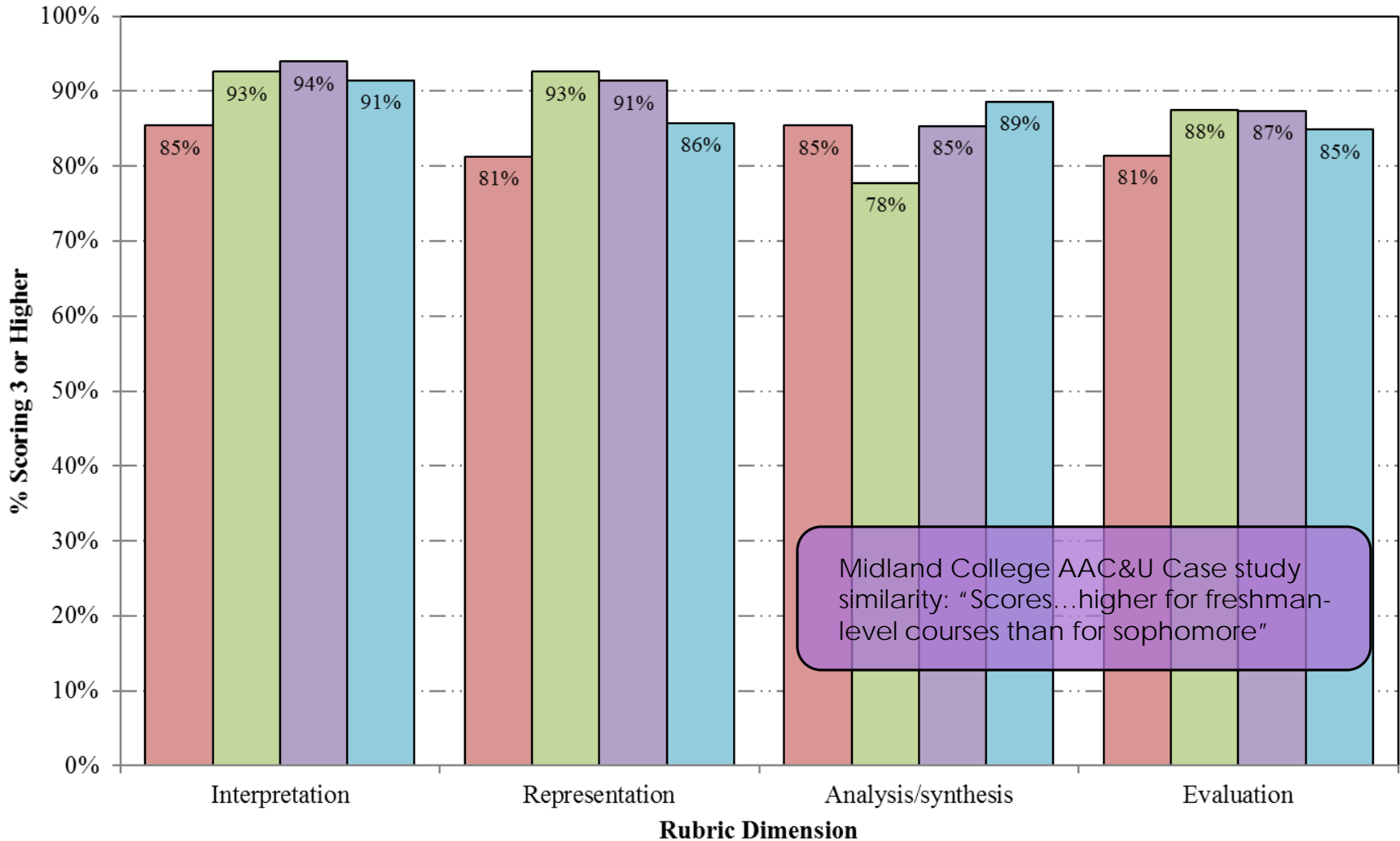
% Scoring 3 or Greater by Dimension



QR Achievement % Scoring 3 or Higher Based on Credits Earned

*Credits based on earned
credits entering fall 2016 term

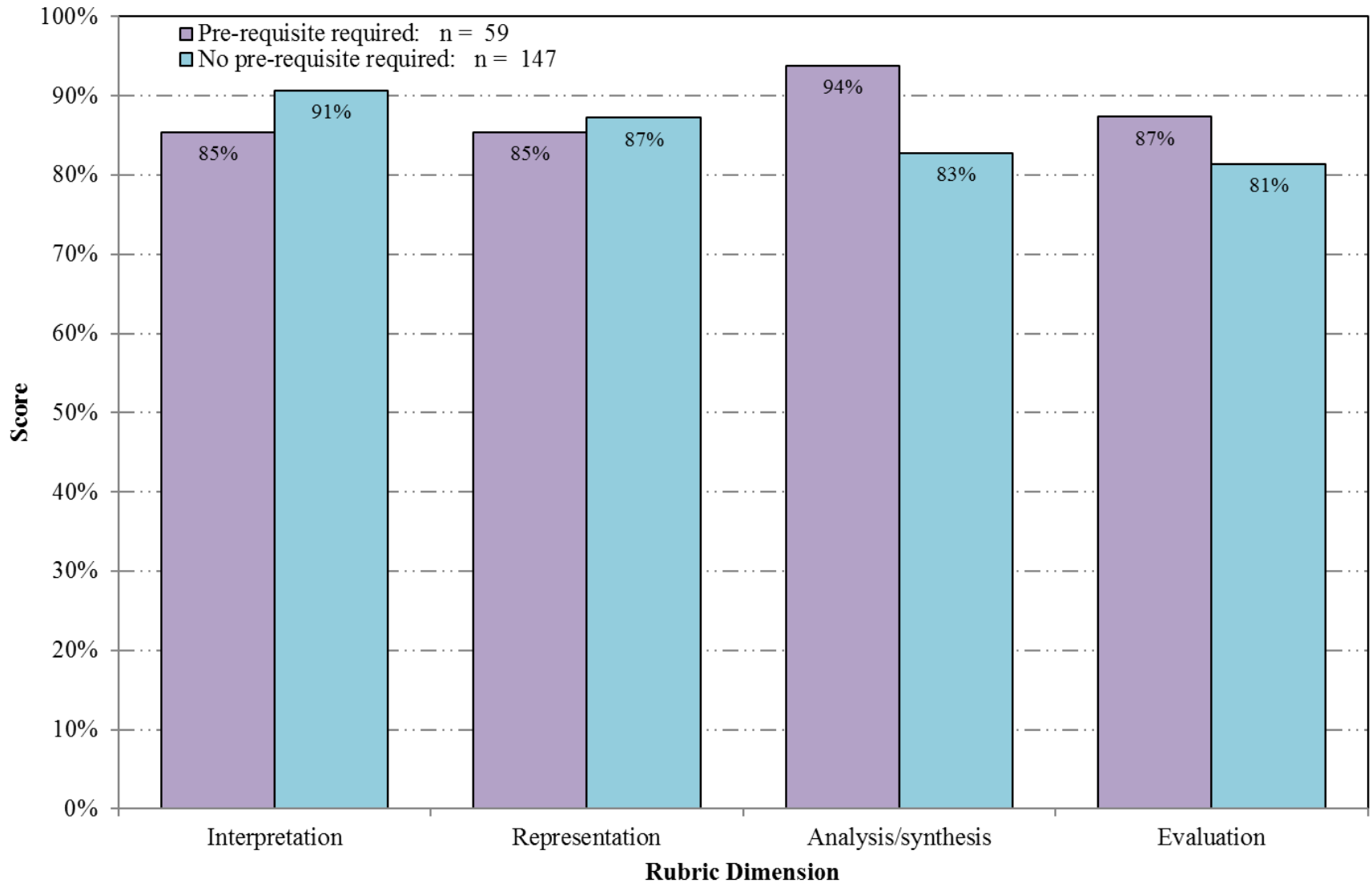
*Credits Earned: ■ 0-15: n = 34 ■ 16-30: n = 23 ■ 31-60: n = 76 ■ > 60: n = 21



Midland College AAC&U Case study
similarity: "Scores...higher for freshman-
level courses than for sophomore"

QR Achievement

% Scoring 3 or Higher Based on Courses with Pre-Requisites



AY 2014-2015

Overall response: Rubric is easy to use on assignments aligned with the competency.

Trends in responses

- ❖ Providing training on what constitutes quantitative reasoning.
- ❖ Modifying rubric to include distinguishing among “Analysis/Synthesis” and “Evaluation”.

AY 2016-2017

Overall response: No real problems with rubric. Difficulties result when assignments don't pertain to particular categories in rubric or when guidance from assignment is lacking.

Trends in responses

- ❖ Many assignments did not require much (or any) “Analysis/Synthesis” or “Evaluation”.

AY 2016-2017 Considerations

1. *AY 2017-2018 focus: “Research” and “Investigate”.*
Complete/planned in black: C R E A T I V E
2. *What professional development plans (and continuations) for AY 2017-2018?*
 - A. *Summer Rubric Work Group*
 - i. *Selection of rubrics for “R” and “I”*
 - ii. *Revising rubrics for FSW purposes for “Communicate”, “Evaluate”, and “Think”*
 - B. *Dual Enrollment Committee (re: DE connectivity to assessment)*
 - C. *Future professional development?*

General Education Assessment Considerations

- C**ommunicate clearly in a variety of modes and media.
- R**esearch and examine academic and non-academic information, resources, and evidence.
- E**valuate and utilize mathematical principles, technology, scientific and quantitative data.
- A**nalyze and create individual and collaborative works of art, literature, and performance.
- T**hink critically about questions to yield meaning and value.
- I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.
- V**isualize and engage the world from different historical, social, religious, and cultural approaches.
- E**ngage meanings of active citizenship in one's community, nation, and the world.

"R"				
BSC 1086C	CGS 1000	CIS 2321	CJC 1000	CJE 2600
CVT 2920	DEH 2300	DEH 2400	DSC 1006	DSC 3034
EDE 4220	EDE 4304C	EDF 2005	EDG 3410	ENC 1101
ENT 3003	ENT 3172	ENT 4004	ETD 1320	ETD 1530
FFP 1510	FFP 1540	FFP 1824	FFP 2301	FFP 2706
FFP 2770	HFT 1000	HFT 2600	HSA 3113	HSA 4184
LIS 2004	MAC 2313	MAN 3641	MAN 4402	MAN 4701
MAN 4723	MAR 3231	MNA 3037	MNA 3039	NUR 4165
PAD 3204	PAD 4426	PAD 4878	PLA 1103	PLA 2114
PLA 2610	RET 2930	RET 4034	RET 4050	RET 4715
SBM 2000	SLS 1301	SUR 2140C	TAX 2000	TAX 2010
TAX 2401	TRA 1430			

"I"				
BCT 1760	BSC 1011	CJE 1300	CJE 2602	COP 2823
COP 2830	CTS 2321	CTS 2334	CVT 1200	CVT 2420C
CVT 2620C	DSC 1006	DSC 2590	ENC 1102 Tech	ENC 1102 Essay
ESE 4323	FFP 2780	GIS 1040	HSC 4933	MAN 2021
MAN 3120	MTG 2206	NUR 3125	NUR 3145	NUR 4827
NUR 4827L	PAD 4034	PLA 2600	PLA 2930	PLA 2942
REL 2300	RET 1007	RET 2234C	RET 2254C	RET 2264C
RET 2714	RET 4445	TRA 2010		

Questions? Comments?