

General Education Assessment

AY 2018-2019 Review

Dr. Caroline Seefchak, Chair, Learning Assessment Committee

Dr. Eileen DeLuca, Provost, VPAA

Dr. Joseph van Gaalen, Asst. VP, Institutional Research, Assessment and
Effectiveness

Thursday, May 2, 2019

Learning Assessment Committee Members, AY 2018-2019

D'ariel Barnard, Andrew Blitz, Leroy Bugger, Jane Charles, Marius Coman,
John Connell, Mary Conwell, Eileen DeLuca, Thomas Donaldson,
Renee Hester, Julia Kroeker, Margaret Krueger, David Licht,
Fernando Mayoral, Lisa McGarity, Barb Miley, Colleen Moore,
Kristi Moran, Jennifer Patterson, Katie Paschall,
Elijah Pritchett, Caroline Seefchak, Eric Seelau, William Stoudt,
Amy Trogan, Joseph van Gaalen, Richard Worch, Denis Wright,
Terry Zamor

Learning Assessment Committee Leadership

A long time ago – Professor Don Ransford

2013 – 2015 – Professor Marty Ambrose

2015 – 2017 - Dr. Amy Trogan

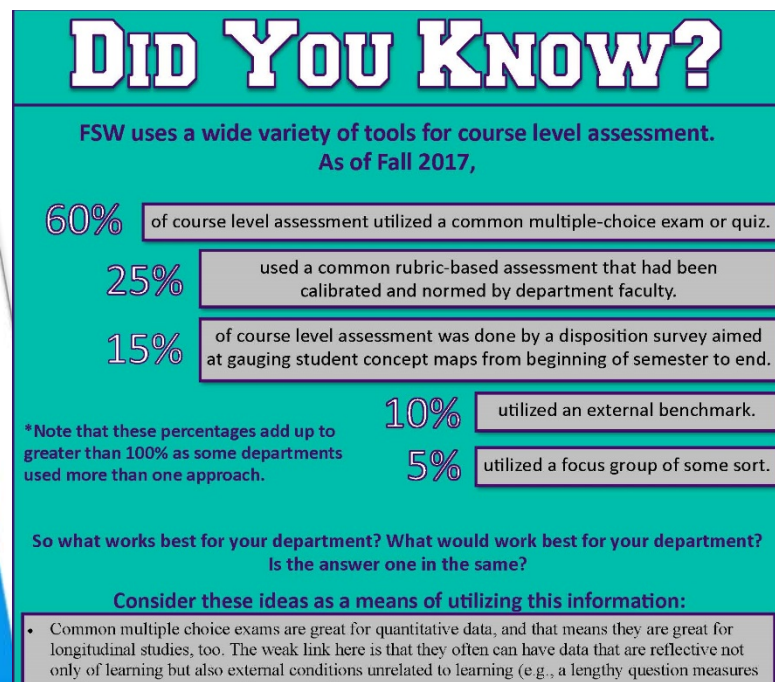
2017 – 2019 – Dr. Caroline Seefchak

Presenting our NEW
Learning Assessment Committee Chair
For the term 2019-2021

Dr. Elijah Pritchett,
Professor of Humanities



- *Data Versed* – monthly publication of the Learning Assessment Committee
- *Did You Know?* – twice-yearly informational piece



Professional Development in Response to AY 2017-2018 Assessment Study

- *Assessment Workshop 101 – continues following Fall 2015 pilot*

Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca

- *You Are Teaching, Are They Learning? – Classroom Assessment Techniques for Busy Faculty*

Caroline Seefchak

- *Creating Transdisciplinary Assignments to Excite Student Interest and Meet FSW's General Education Competencies*

Rebecca Harris

AY 2013-14

Spring: Formed GenEd Assessment Subcommittee
Summer: Adopted Faculty Driven Volunteer (FDV) model

AY 2014-15

Fall: Data Collection of FDV model [All 5 Competencies]
Spring: Analysis, Results Discussion, Develop AY 15-16 plan

AY 2015-16

Fall: Data Collection of FDV model [COM (oral & written)]
Spring: Analysis, Results Discussion, Develop AY 16-17 plan

AY 2016-17

Fall: Data collection of FDV model [CT & QR]
Spring: Analysis, Results Discussion, Develop AY 17-18 plan*
Summer: Develop rubrics for 'C,' 'E,' & 'T,' Select 'R' & 'I' rubrics

AY 2017-18

Fall: Data collection using Integral model ['R' & 'I']
Spring: Analysis, Results Discussion, Develop AY 18-19 plan
Summer: Develop rubrics for 'R' and 'I,' Select 'V' & 'Eval' rubrics

AY 2018-19

Fall: Data collection using Integral model ['V' & 'Eng']
Spring: Analysis, Results Discussion, Develop AY 19-20 plan
Summer: Planned – Develop rubrics for 'V' & 'Eng,' Select 'A' rubric

General Education Assessment History

***New C-R-E-A-T-I-V-E Competencies in place as identified by faculty in leadership positions for those courses.**

<https://www.fsw.edu/facultystaff/assessment>

AY 15-16 (responding to AY 14-15)

- Professional development in assignment guidelines
- Development of asynchronous assessment training modules (Canvas)

AY 16-17 (responding to AY 15-16)

- Increase DE participation
- Professional development on supporting students' writing

AY 17-18 (responding to AY 16-17)

- Professional development on research assignments

AY 18-19 (responding to AY 17-18)

- Developed early stages of GenEd Exemplar webpage
- Professional development on transdisciplinary assignments

General Education Assessment Goals

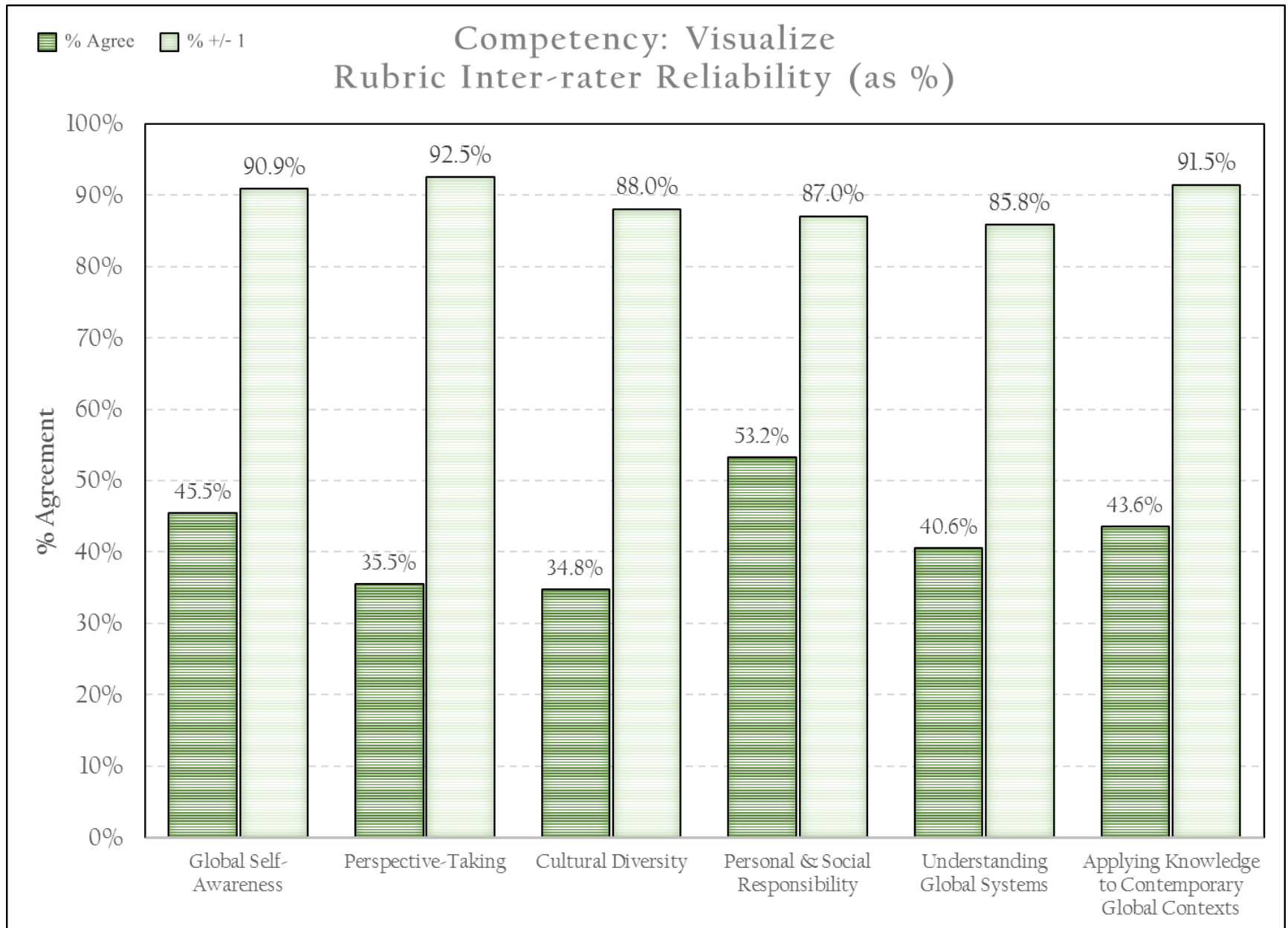
⇒ *To re-address the efficacy of the currently installed rubrics used for General Education Assessment as a measurement tool for FSW's General Education.*

⇒ *To measure achievement of the General Education competencies across disciplines.*

General Education Assessment Generalities

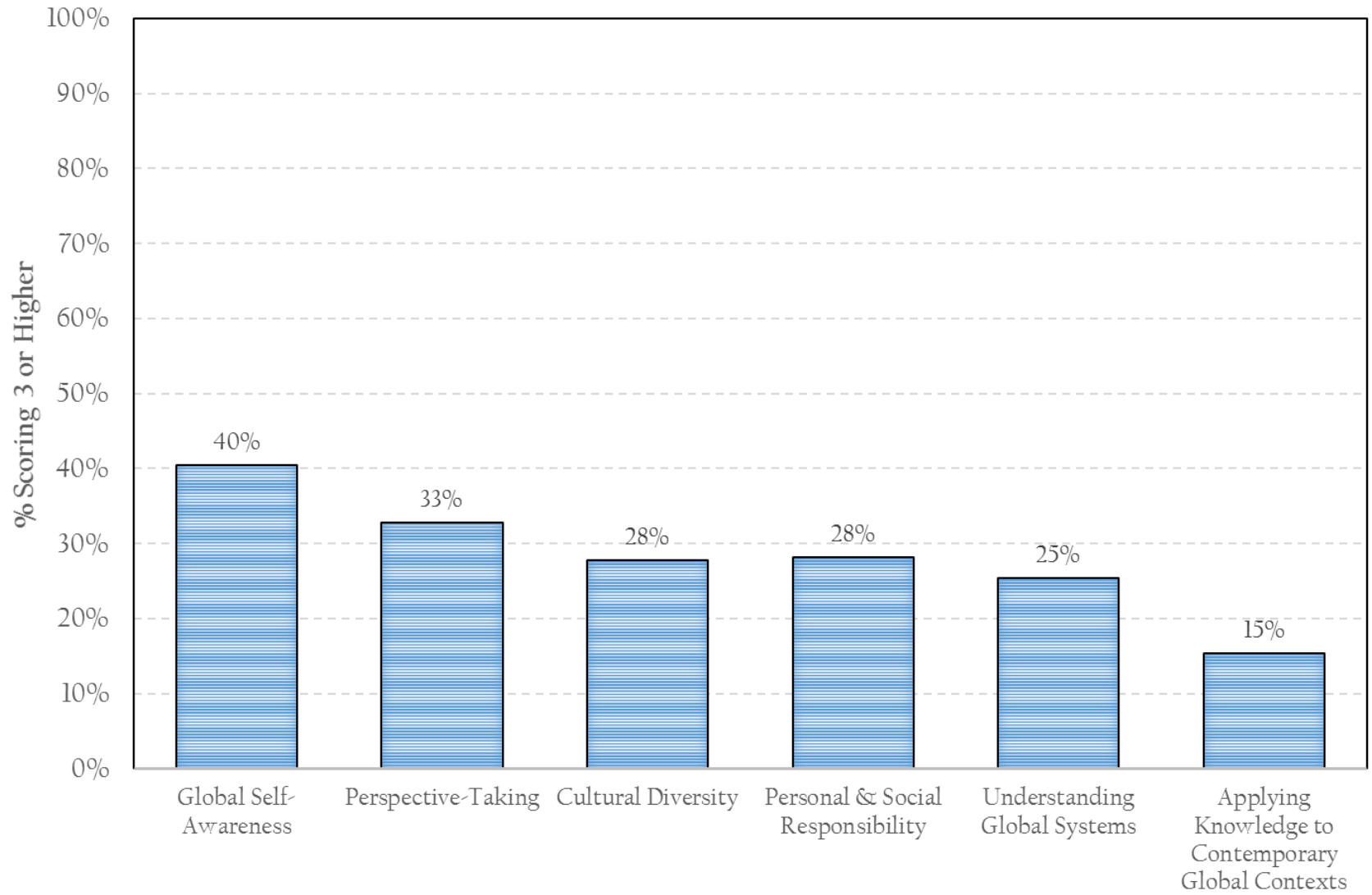
	Communicate AY 15-16	Research AY 17-18	Evaluate AY 16-17	Analyze	Think AY 16-17	Investigate AY 17-18	Visualize AY 18-19	Engage AY 18-19
# of Assignments Collected	63	28	16		31	25	25	32
# of Artifacts Collected	903	399	295		590	336	293	485
# of Disciplines Represented	12	9	4		9	9	9	8
# of Sites Represented	5	4	5		6	6	5	6
% of Collected Artifacts Sampled	32%	58%	40%		32%	53%	66%	51%

Visualize AAC&U Rubric Inter-rater Reliability

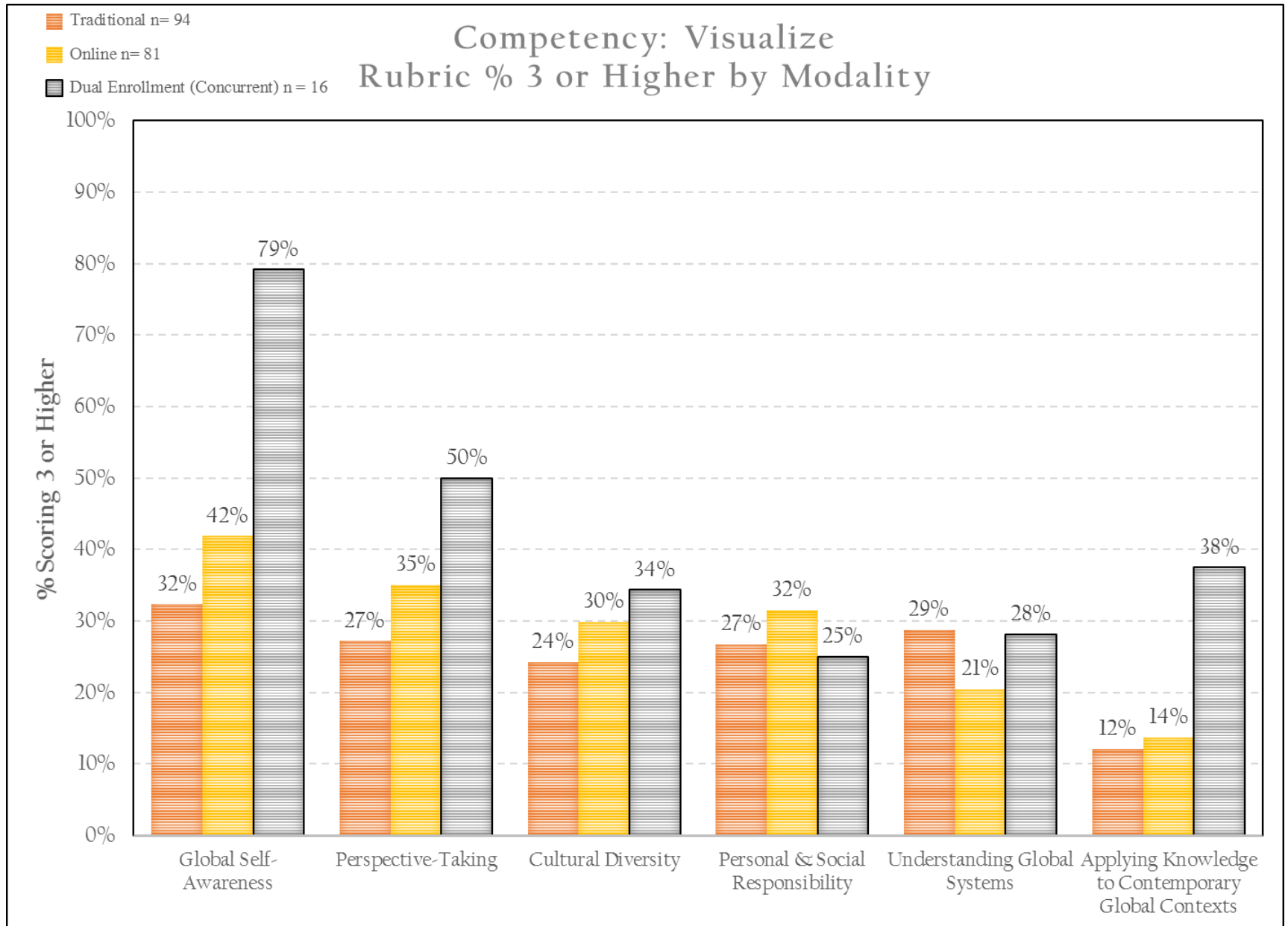


Visualize AAC&U Rubric Achievement

Competency: Visualize Rubric % 3 or Higher



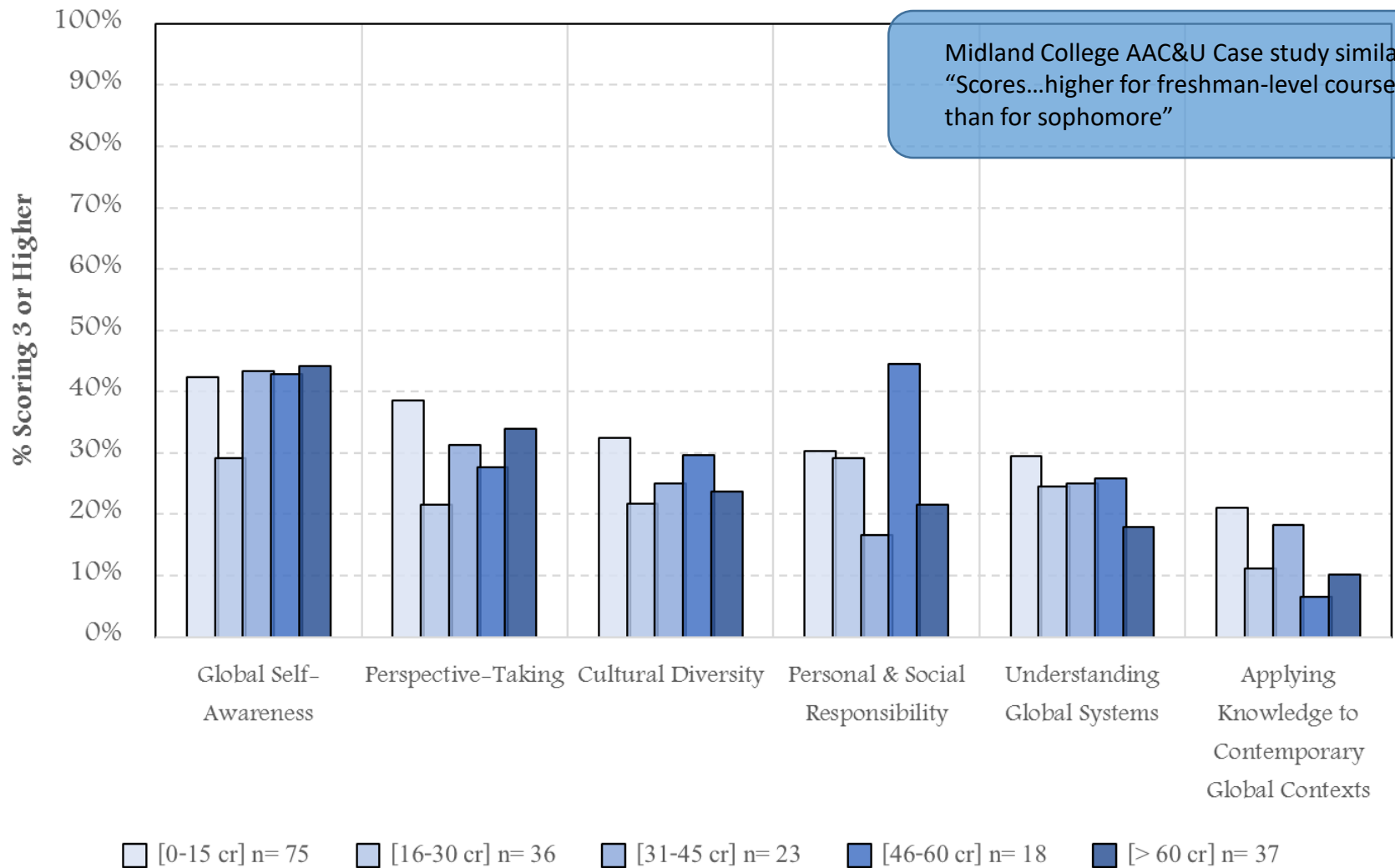
Visualize AAC&U Rubric Achievement



Visualize AAC&U Rubric Achievement

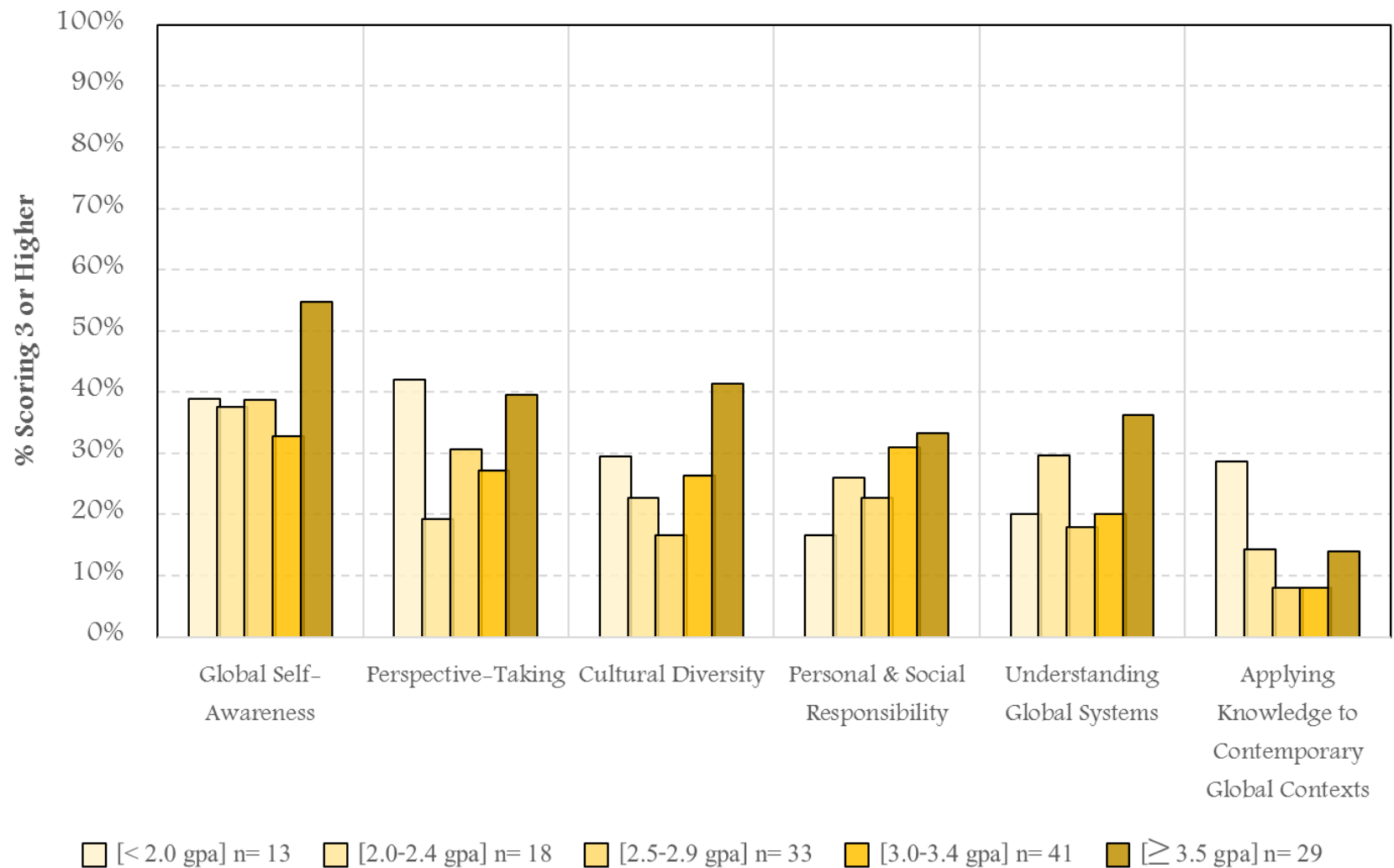
Competency: Visualize Rubric % 3 or Higher by Credits Earned

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



Visualize AAC&U Rubric Achievement

Competency: Visualize
Rubric % 3 or Higher by GPA



Visualize Rubric Feedback

*3/6 Scorers provided feedback on the AAC&U Visualize Rubric

Positive Common Threads

- Rubric covers a lot of areas
- Rubric is very detailed
- Semi-functional
 - Easiest to use when guidelines aligned with rubric dimensions

Constructive Common Threads

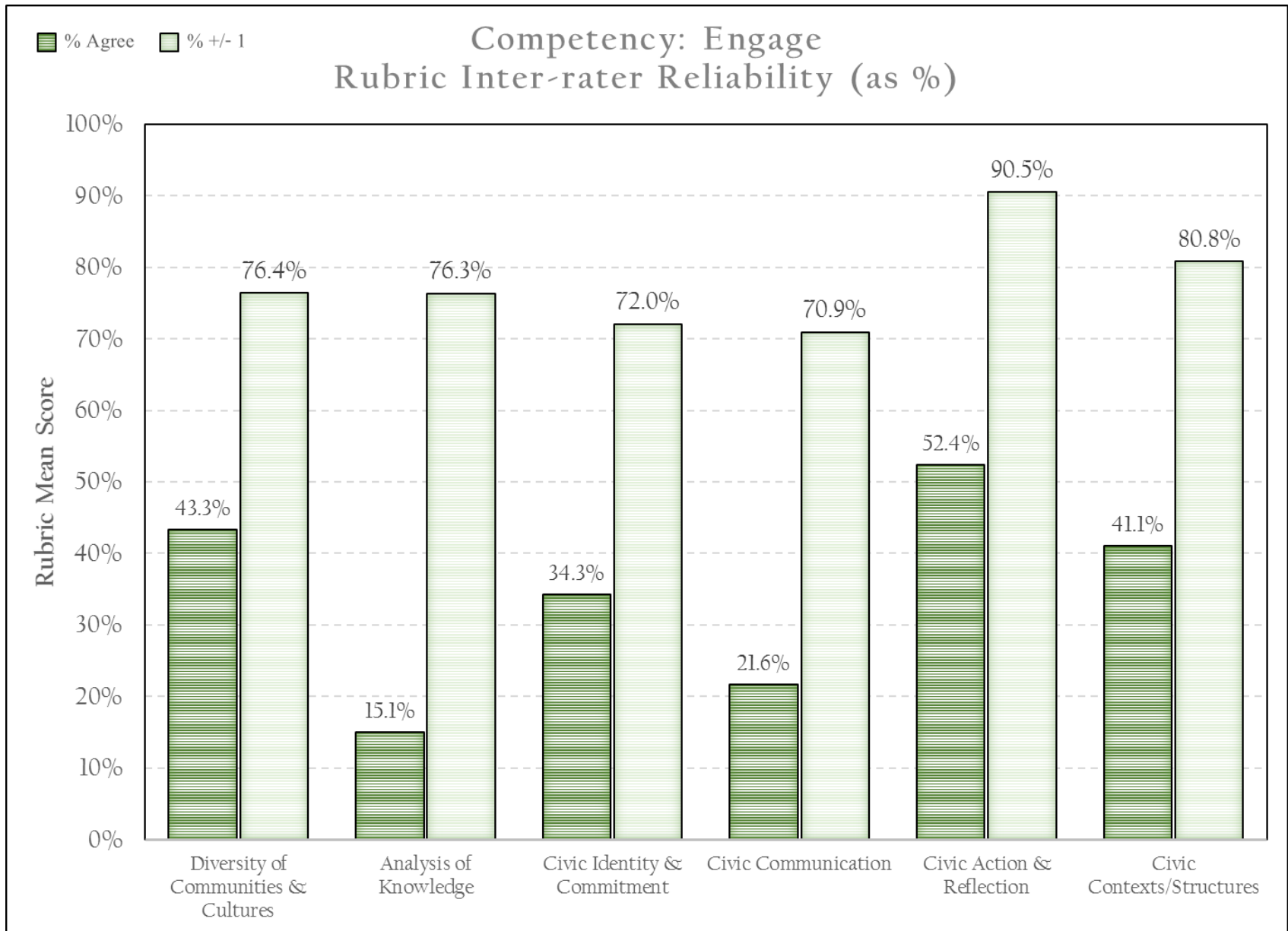
- Semi-functional
 - Stretching to find Global elements in assignments
 - Stretching to find self-awareness w/out personal writing
 - Assignments focus on basic levels whereas rubric asks for advanced levels
- Some overlap in dimensions & wording
 - “Cultural” appears in both *Diversity/Perspective*
 - *Diversity/Responsibility/Global* are all similar
 - *Responsibility* spells out ethics inconsistently
 - Inconsistent focus on self vs others

Takeaway:

Assignments that are well-matched to the Visualize Rubric included “questions that specifically asked for students to address various perspectives, to consider their place, as a global citizen.”

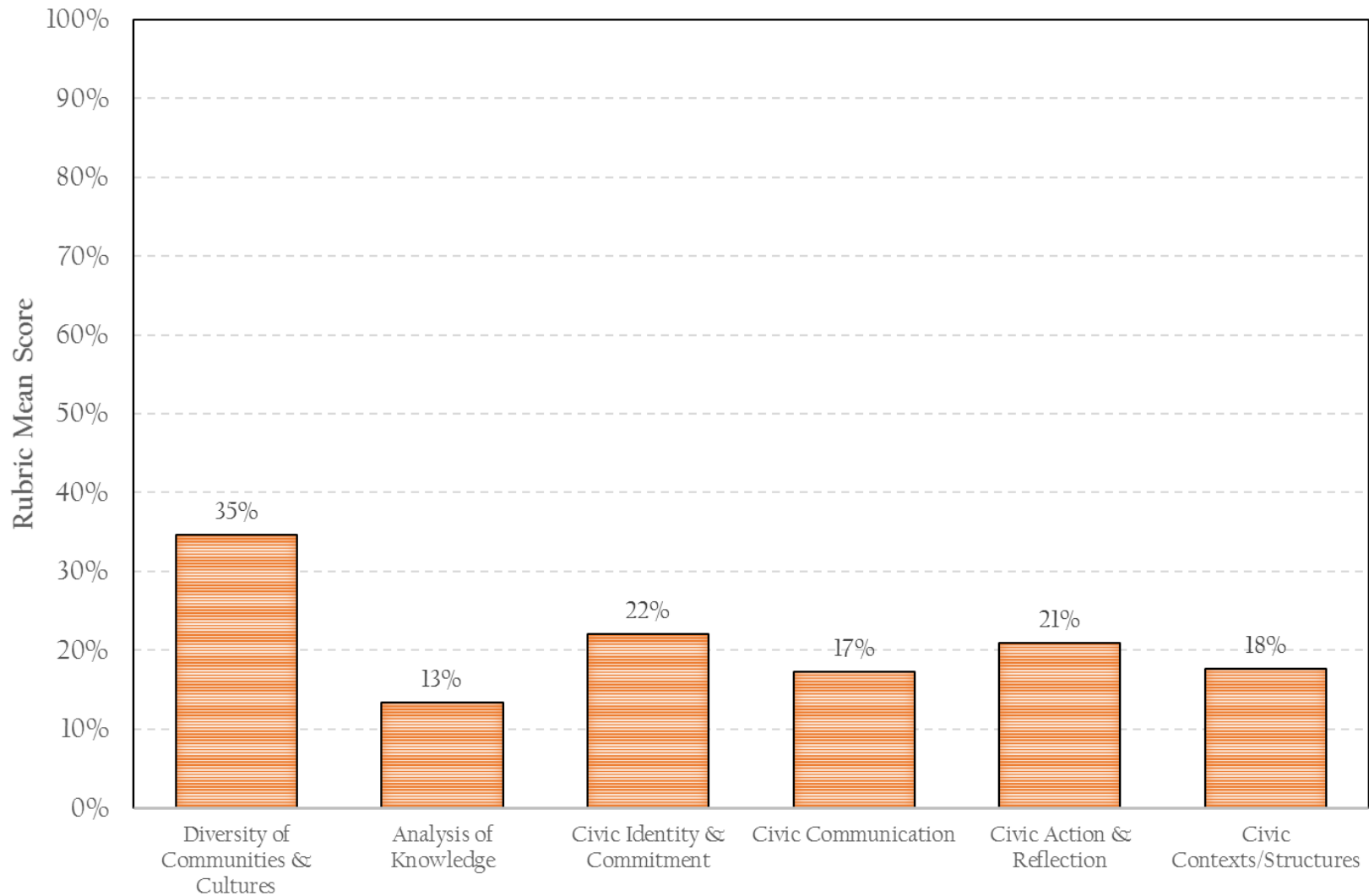
Engage AAC&U VALUE Rubric

Inter-rater Reliability

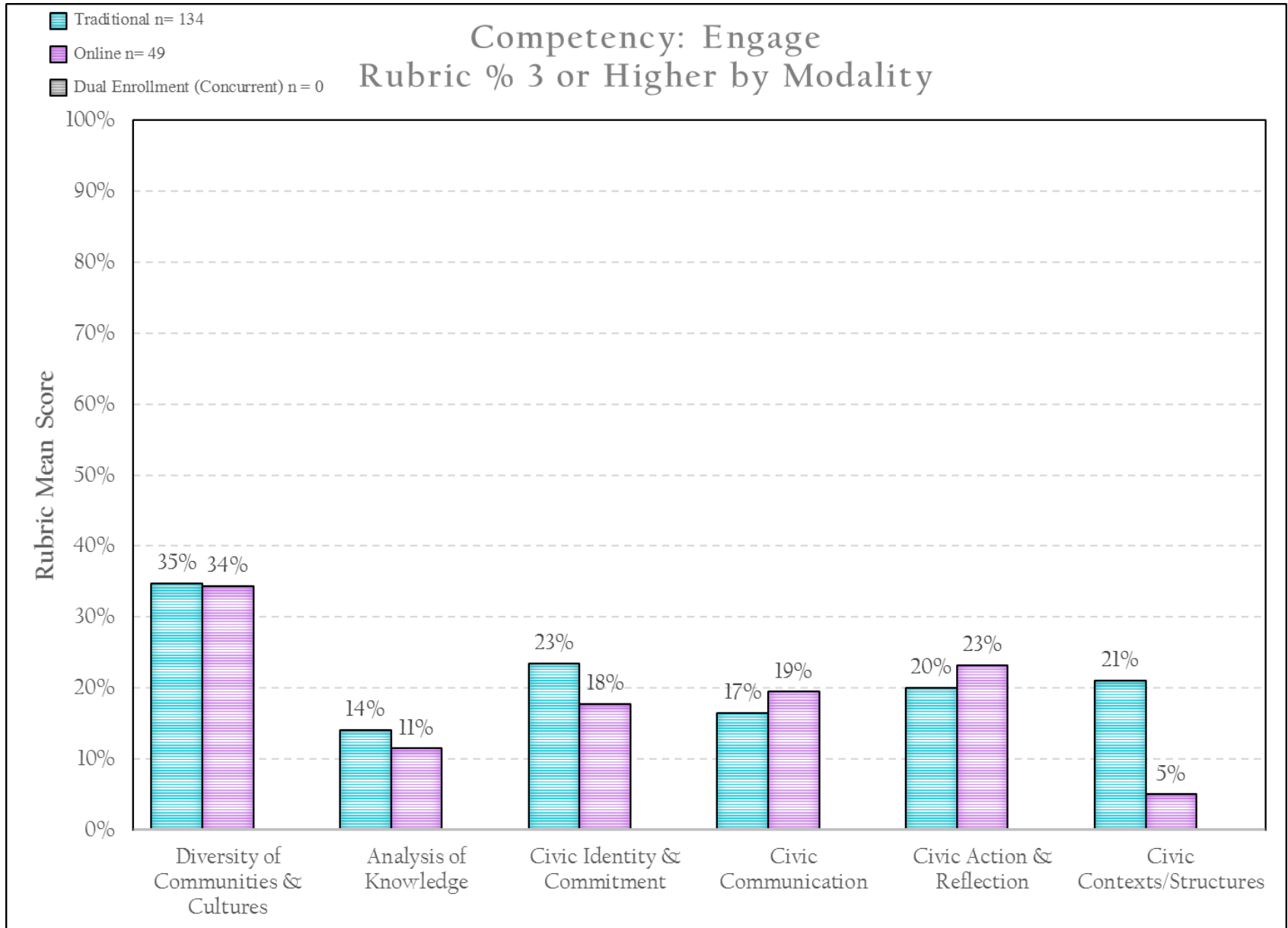


Engage AAC&U VALUE Rubric Achievement

Competency: Engage Rubric % 3 or Higher

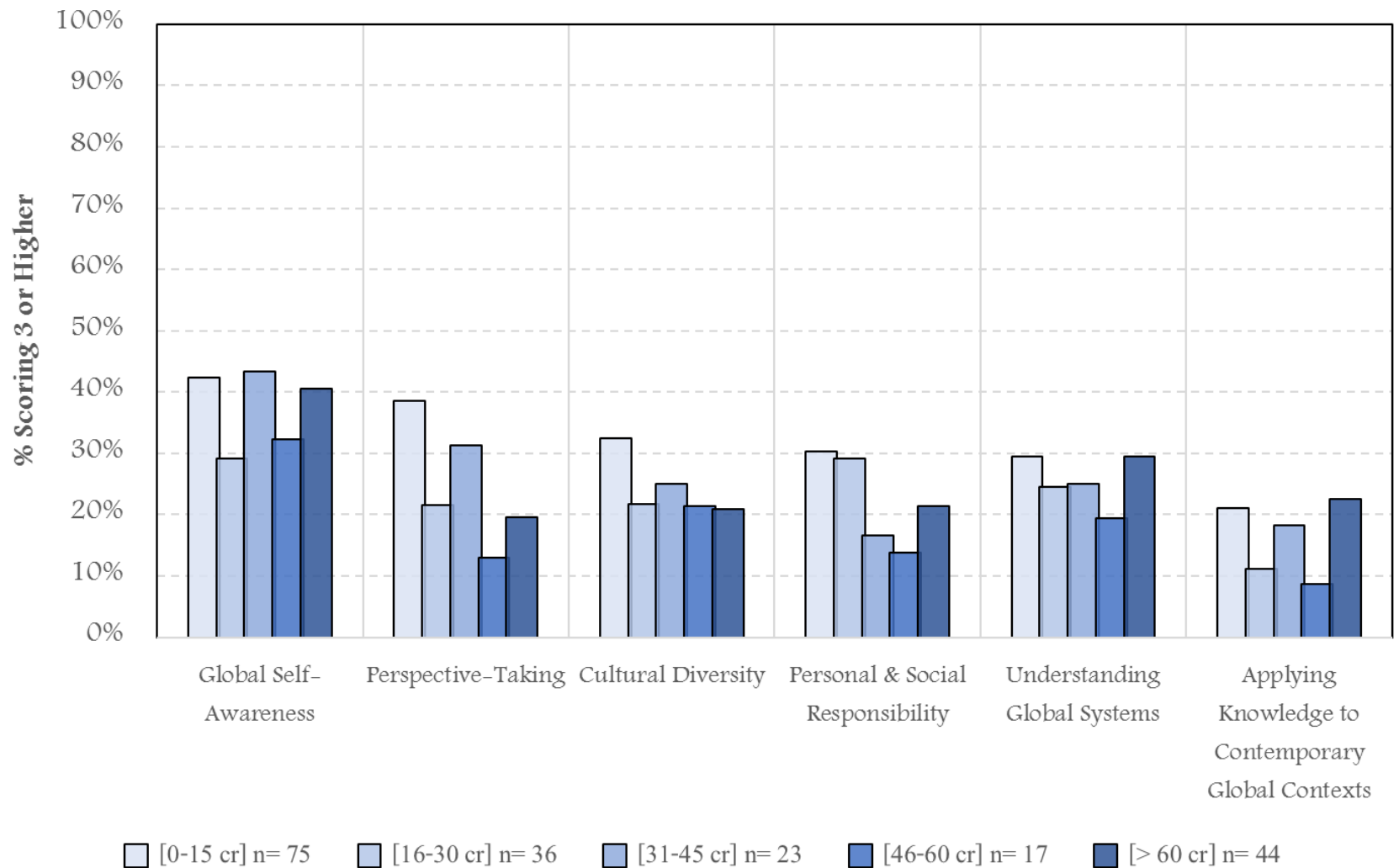


Engage AAC&U VALUE Rubric Achievement



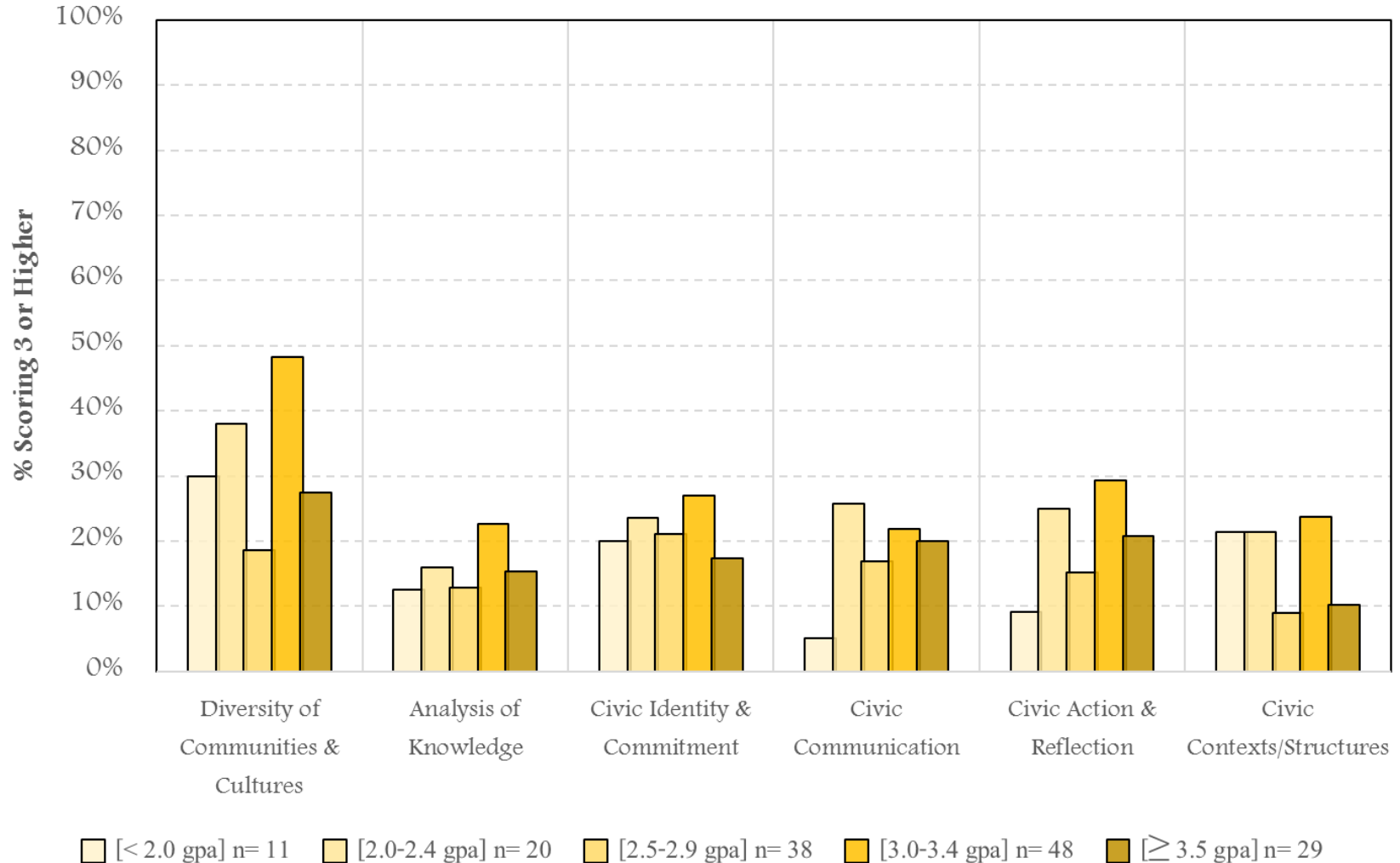
Engage AAC&U VALUE *Rubric* Achievement

Competency: Engage Rubric % 3 or Higher by Credits Earned



Engage AAC&U VALUE Rubric Achievement

Competency: Engage Rubric % 3 or Higher by GPA



Engage Rubric Feedback

***8/8 Scorers provided feedback on the AAC&U Engage Rubric**

Positive Common Threads

- Functional
 - The rubric aligns with our GenEd competency and showcases when assignments do not
- Rubric is detailed
 - Criteria scaffolds well

Constructive Common Threads

- Semi-functional
 - Rubric emphasizes CIVIC engagement, assignments less so
 - Assignments lack community opportunities to work collaboratively for civic aims
 - Assignments lack opportunities for civic identity reflection and self-awareness
- Overlaps
 - *Action/Reflection* similar to *Context/Structures*
 - *Analysis of Knowledge* Levels 1 & 2 are similar
- Constructive Feedback for Engage Competency
 - It is challenging for a single assignment to capture the full scope and rubric capstone goals

Takeaway:

“Professors need to read the [competency] before they design/submit assignments or create assignments where we can see clearly students participating actively in a community (even if it is FSW).”

1. AY 2019-2020 focus: “Analyze” and “Research.”
2. What professional development plans (and continuations) for AY 2019-2020?
 - A. Summer Rubric Work Group
 - i. Selection of rubrics for “A.”
 - ii. Revising rubrics for FSW purposes for “Visualize” and “Engage.”
 - B. Future professional development / framework?
 - i. Exemplar webpage.
 - ii. Workshops?

Analyze					
AML 2010	FFP 1825	MUN 2120	MVB 2223	MVS 1212	MVW 1315
AML 2020	FFP 2720	MUN 2121	MVB 2224	MVS 1213	MVW 2221
ARH 1000	FIL 100	MUN 2210	MVB 2225	MVS 1214	MVW 2222
ARH 1050	FIL 2001	MUN 2211	MVB 2321	MVS 1216	MVW 2223
ARH 1051	FIL 2432C	MUN 2310	MVB 2322	MVS 1311	MVW 2224
ART 1201C	GEB 4375	MUN 2340	MVB 2323	MVS 1312	MVW 2225
ART 1203C	HSC 4652	MUN 2410	MVB 2324	MVS 1313	MVW 2321
ART 1300	HUM 1950	MUN 2420	MVB 2325	MVS 1314	MVW 2322
ART 1301C	HUM 2410	MUN 2430	MVK 1011	MVS 1316	MVW 2323
ART 1330C	HUM 2950	MUN 2440	MVK 1012	MVS 2221	MVW 2324
ART 2012C	ISM 3113	MUN 2710	MVK 1013	MVS 2222	MVW 2325
ART 2205C	LAE 4464	MUN 2711	MVK 1111	MVS 2223	PAD 3113
ART 2500C	LIT 2000	MUS 2360	MVK 1112	MVS 2224	PAD 3820
ART 2527C	LIT 2090	MUT 1001	MVK 1211	MVS 2226	PGY 1800C
ART 2750C	LIT 2110	MUT 1111	MVK 1212	MVS 2321	PGY 1801C
ART 2751C	LIT 2120	MUT 1112	MVK 1213	MVS 2322	PGY 2401C
AVM 2120	MAN 2582	MUT 1241	MVK 1311	MVS 2323	PGY 2404C
CHD 1220	MAN 3864	MUT 1242	MVK 1312	MVS 2324	PLA 2200
CJE 2671	MAR 2011	MUT 2116	MVK 1313	MVS 2326	RET 2930
CJJ 2002	MAS 4301	MUT 2117	MVK 2121	MVV 1011	RET 4933
CJL 2100	MGF 1106	MUT 2246	MVK 2122	MVV 1111	THE 1000
COP 1822	MTG 2206	MUT 2247	MVK 2221	MVV 1211	THE 1925
COP 3655	MUE 1440	MUT 2641	MVK 2222	MVV 1311	THE 2100
CRW 2001	MUE 1450	MVB 1011	MVK 2223	MVV 2121	THE 2925
CTS 1133	MUE 1460	MVB 1012	MVK 2321	MVV 2221	TPA 1210
DIG 2205C	MUE 1470	MVB 1013	MVK 2322	MVV 2321	TPA 1290
DIG 2251C	MUH 2018	MVB 1014	MVK 2323	MVW 1011	TPA 2291
DIG 2280C	MUL 1010	MVB 1015	MVP 1011	MVW 1012	TPP 1110
DIG 2284C	MUM 2600C	MVB 1211	MVP 1211	MVW 1013	TPP 1111
EAP 0340	MUM 2601C	MVB 1212	MVP 1311	MVW 1014	TPP 1606
EAP 0440	MUM 2604C	MVB 1213	MVP 2221	MVW 1015	TPP 2300
EDF 4782	MUN 1120	MVB 1214	MVP 2321	MVW 1211	
EEC 2521	MUN 1210	MVB 1215	MVS 1011	MVW 1212	
ENC 1102	MUN 1310	MVB 1311	MVS 1012	MVW 1213	
ENG 1012	MUN 1340	MVB 1312	MVS 1013	MVW 1214	
ETD 1103	MUN 1410	MVB 1313	MVS 1014	MVW 1215	
FFP 0010C	MUN 1420	MVB 1314	MVS 1015	MVW 1311	
FFP 0010C	MUN 1430	MVB 1315	MVS 1016	MVW 1312	
FFP 0020C	MUN 1440	MVB 2221	MVS 1111	MVW 1313	
FFP 1000	MUN 1710	MVB 2222	MVS 1211	MVW 1314	

General Education Assessment

Integral Courses for Analyze & Research

Research			
BCN 4703	ENC 1101	JOU 1991	RET 2930
BSC 1086C	ENT 3003	LIS 2004	RET 4050
CGS 1000	ENT 3172	MAN 3641	SBM 2000
CIS 2321	ENT 4004	MAN 4402	SLS 1301
CJC 1000	ETD 1320	MAN 4701	SUR 2140
CJE 2600	ETD 1530	MAN 4723	TAX 2000
COP 3337	FFP 1510	MAR 3231	TAX 2010
CVT 2920	FFP 1540	NUR 3125	TAX 2401
DEH 2300	FFP 1824	NUR 4165	TRA 1430
DEH 2400	FFP 2301	PAD 3204	
DSC 1006	FFP 2706	PAD 4426	
EDE 4220	FFP 2770	PAD 4878	
EDF 2005	HFT 1000	PLA 1103	
EDG 3410	HFT 2600	PLA 2114	
EEX 1013	JOU 1990	PLA 2610	

Questions? Comments?

Thank you!