

Academic Assessment Update

January 2016

Professional Development in Support of Learning Assessment Committee Initiatives

In order to provide faculty an online resource for understanding assessment in higher education, the Learning Assessment Committee has developed an online, self-paced Academic Assessment Workshop.



Academic Assessment Workshop

A self-paced online course.

Facilitator: Dr. Amy Trogan

Content Contributors: Dr. Amy Trogan, Dr. Joseph van Gaalen, Professor Donald Ransford, Professor Myra Walters, Dr. Katie Paschall, Dr. Eileen DeLuca

This workshop will help to answer why and how we assess students and programs at Florida SouthWestern State College. We will begin at the macro level by looking at state and federal requirements, then focus at the program level, and then focus at the course level. The purpose of this workshop is

- To understand the role of assessment in program and course evaluation and improvement.
- To understand how program and course outcomes relate to standards and legislation within the Florida College System.
- To align the evaluation of program outcomes to the evaluation of course outcomes within FSW.
- To link classroom assessments to General Education requirements.
- To establish a cycle of continuous improvement in assessment.

Visit www.fsw.edu/tlc for more information about these and other professional development opportunities.

Based on the result of the 2014-2015 General Education pilot, the Learning Assessment Committee has chosen two areas of focus for professional development initiatives: Communication and Scientific and Quantitative Reasoning. Below is a description of two of the upcoming workshops offered by LAC members:



Engendering "Truth-Seeking" Dispositions in General Education

Monday, January 25, 2016 from 3:00pm - 4:30pm

Location: Lee: AA-168 (Polycom: Charlotte: E-105, Collier: G-109, Hendry: A-106)

Facilitators: Professor Jane Charles (pictured) and Dr. Eileen DeLuca



Participants will examine "truth-seeking" as a form of critical thinking. They will review quantitative and qualitative data related to students' disposition towards truth-seeking behaviors, and explore the relationship between truth-seeking and information literacy. The presenters will demonstrate activities and assignments that promote truth-seeking in college classrooms.



Ciphering and Decoding: Quantitative Reasoning Can Be Fun!

Friday, February 12, 2016 from 10:30am - 12:00pm

Location: Lee: AA-165 (Lee)

Facilitator: Dr. Kristi Moran



Attendees will have an opportunity to explore quantitative reasoning through cipher text, decoding using language patterns and Egyptian number systems. Cryptography is the art of writing or deciphering messages in code. Work in cryptography combines theoretical foundations with practical applications. Participants will generate random-looking sequences to detect and evaluate nonrandom effects.

Call to Participate in the General Education Scoring Team (Communication Competency)

The Learning Assessment Committee would like to thank all faculty who submitted assignments for the 2015-2016 General Education Assessment. Results have been collected from the fall term and scoring will begin by the end of February. A scoring team will once again be needed to score the Communication artifacts. The team will be led by multiple members of the Learning Assessment Committee. Faculty participating on the scoring team will:

- Receive training on the Communication General Education Competency rubrics and engage in a norming session with other faculty.
- Review General Education assignments and student work.
- Use a General Education Communication Competency rubric (written or verbal) to score a designated number of artifacts.



Faculty who participate in the General Education Scoring session will receive a \$250 stipend.

If you are interested in participating in a scoring team, please email the Learning Assessment Committee Chair, Dr. Amy Trogan (atrogan@fsw.edu) or Director of Academic Assessment, Dr. Joseph van Gaalen (jfvangaalen@fsw.edu).

Student Evaluation of Instruction (SEI)

Tips & Pointers to Increasing SEI Response Rates

- Remind students in class often and inform them that they'll need to check their Bucs email for the access link. Frequent reminders have the potential to yield response rates above 50%.
- Create a competition within your class among groups, among your course sections as a whole, or among sections of your colleagues. Only a minimal reward is necessary, sometimes even bragging rights is enough. Increases in response rates vary.
- On the next class after access to the survey is granted to students, take the first five minutes of your class to demo how to access the course survey and complete. Increases in response rates vary.
- Early feedback incentive: Give students who completed the survey priority when reviewing/grading an upcoming paper, quiz, test, or exam. Courses using this type of incentive have shown response rates in excess of 75%.
- One method Professor Kelly Newhouse, SLS1515 Cornerstone Experience, used to increase response rates on the SEI relied on early arrival to class. Professor Newhouse entered her class approximately five minutes early and introduced the survey, asking students to participate immediately using their phones or tablets. She would then leave the room and return approximately five minutes after class would normally begin. This method allowed for ample time to complete the survey on the spot (about 10 minutes) while only taking up five minutes of class and resulted in a response rate of 92%.



Dr. Joseph van Gaalen
Director of Academic Assessment

Did you know that almost everything in your SEI results is interactive? When you pull up your results and click on 'Segment Comparison,' you'll notice there are little arrows next to each question that detail your quantitative results. These aren't just bullet points. If you click on the arrow, a dropdown will open showing you just what that number means. This provides information to help you interpret the results in terms of student response. The figure to the right shows one example from the question set which details the number of students choosing each potential response.

