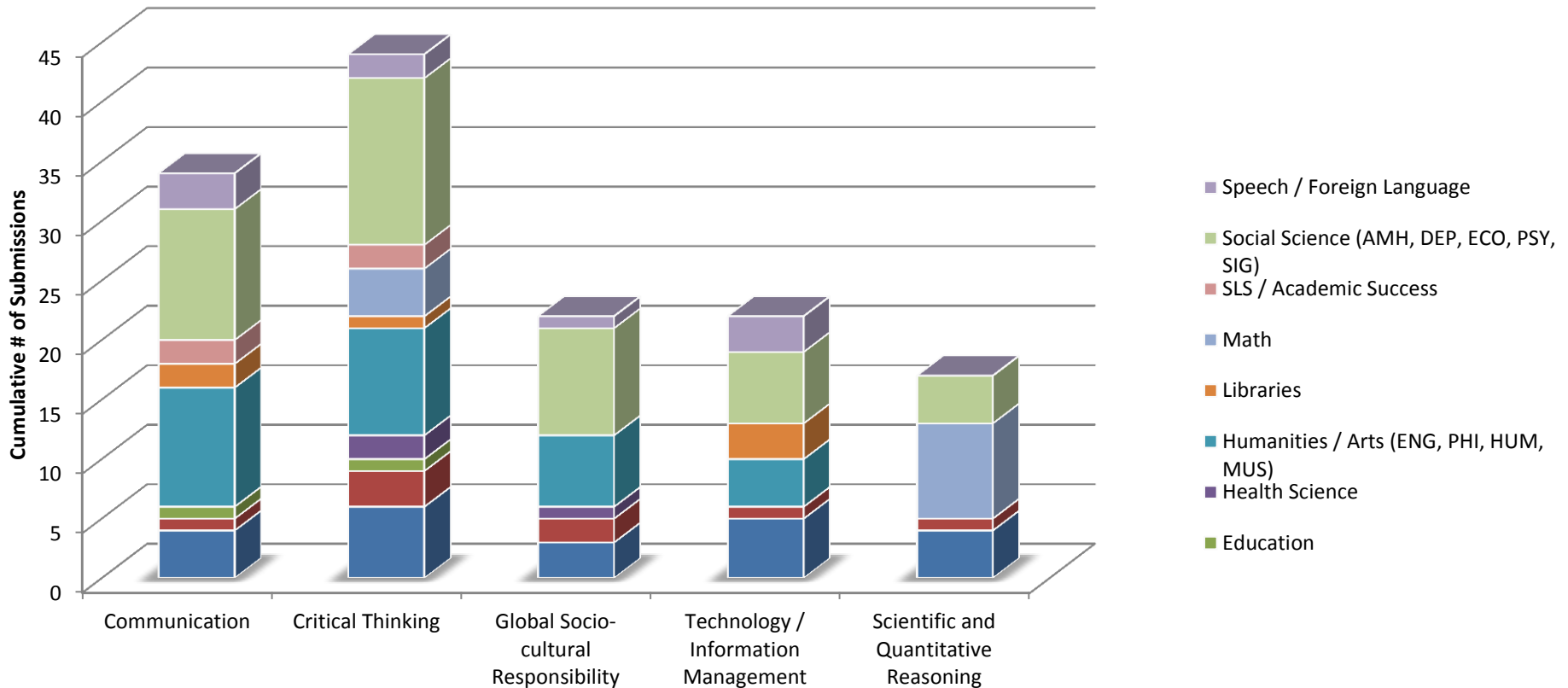


Academic Assessment Newsletter

February 2015

Thanks to all the faculty who participated in the 2014-2015 General Education Assessment initiative. The figure below displays the General Education Assessment submissions by the faculty member's general field of study. The submissions spanned 19 disciplines which are grouped by department. The Critical Thinking (CT) competency received the most submissions with 42, and is represented by 9 of the 10 departments. Both Social Sciences and Applied Sciences submitted artifacts in all five General Education competencies.

General Education Submissions Competencies by General Field of Study



General Education Assessment

Assignment Feature

Professor: Dr. Cynthia Chausse, L.M.H.C.

**Class: DEP 2004 Human Growth and Development
PSY 2012 Intro to Psychology**

COM

Communication

CT

Critical Thinking

TIM

Technology / Information
Management

GSR

Global Socio-cultural
Responsibility

QR

Scientific and Quantitative Reasoning

In this assignment, students incorporate the core terms of the course into an informal research project. Students must think of a topic relating to human development, choose three participants of three different age-groups (usually family members) to interview relating to the selected topic and the core terms of the course.

Guidelines:

The purpose of this project is for you to fully display your new knowledge about the major components to the study of human development. In this project you will be using research techniques (like choosing a topic to research, devising an interview, choosing participants), when describing your participants you will use new developmental vocabulary words (such as biological, cognitive, psychosocial, non-normative, age-normative, and historical processes), and you will be researching and applying a developmental theory to your participants. In a sense, you will be conducting research and writing about three individuals, sort of a personal story using developmental research. This project is meant for you to use the information you have learned about the study of human development by applying the concepts to the people in your world. In other words, through this project you will be laying down the foundation of the study of human development in a very personal manner.

Notes from Dr. Cynthia Chausse

The Three Generations Project was an adopted and tweaked idea I got from a Human Growth and Development class taught in Virginia in the late 90's. There are several purposes for this assignment. The first is to teach students the importance of composing a paper in Psychology. Another purpose is to teach students the basic components to research in Psychology (specifically skills in interviewing, and natural observation, documenting those observations from a research standpoint). The other two components are especially important to me: I advise the students to use their family members as their participants, as this assignment offers an opportunity to get to know the participants (hopefully family members) from a different perspective. Since the students are to observe their participants in light of research, my hope is that they see something they didn't notice before, the questions they ask their participants are often the vehicle in which they learn something about their family they didn't know before the project. I have been doing this assignment for a while now, and have had several students tell me that they are more understanding of family members (even friends or co-workers if they were the participants) because of this assignment.

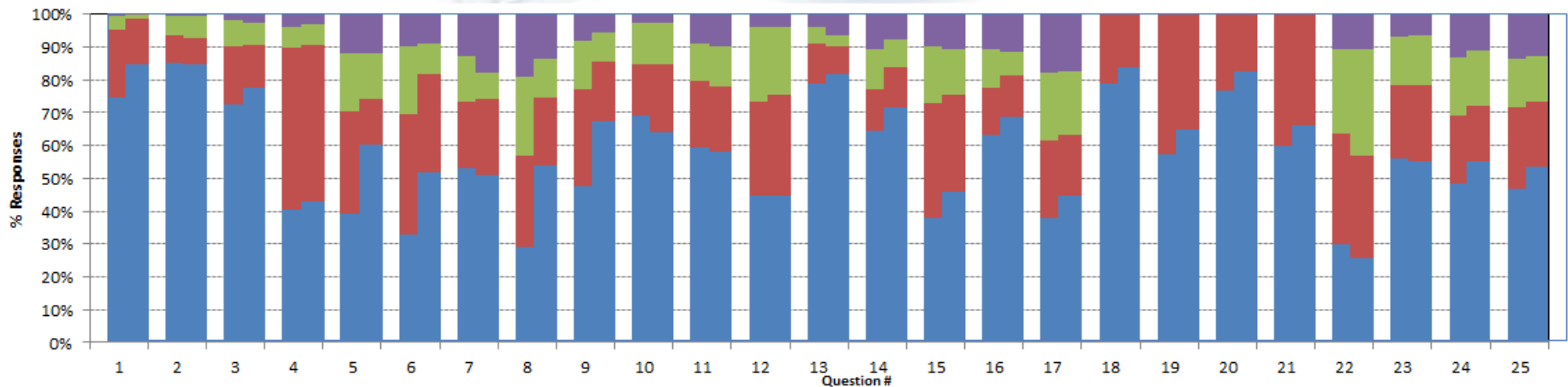
The Psychology paper is similar to the three generations project above, but it teaches students how to be a wiser consumer (i.e. don't take everything you hear or see as the "gospel"). Through this assignment, they are taught what a scholarly article is, how to find scholarly articles, and how to read them without being intimidated. They are taught the basics of a literary review, and then taught how to use critical thinking skills when addressing myths in or related to psychology. They are also taught team presentation skills, as they compile their literary reviews and present their findings to the class via PowerPoint and other activities. I have been amazed at students' growth from the first day of the semester to the end. At first, students are skeptical about even writing a brief essay, by the end, these same students are presenting material written about in scholarly articles. I have to say, these students do a much better job presenting the material than me! I always leave the semester with a great deal of thankfulness. I am thankful that I am blessed to see such tremendous growth. It's a lot of work (for them and for me), but it's worth it!

Course-Level Assessment Feature

At Florida SouthWestern State College, faculty engage in course-level assessment to inform improvement, measure achievement and make curricular and programmatic decisions. The Office of Academic Assessment provides support to faculty to develop assessment tools, administer assessments, collect data, and analyze results for course-level assessment. Individual faculty and departments are encouraged to pose research questions about student achievement and work with the Academic Assessment team to use quantitative and qualitative methods to answer those questions.

PHI 2600 Pre-to-Post Test Study

In order to measure achievement of course learning outcomes, the Philosophy faculty developed a common pre/post test that was administered across all sections of PHI 2600. The Office of Academic Assessment provided a series of analyses to include determining where there were significant gains in learning outcomes. Additionally, the Office of Academic Assessment provided information about the test design. For example, the figure below displays the distribution of responses in a multiple choice and true/false pre-to-post test in PHI2600. The questions numbers (#1-25) are along the bottom with two sets of bars associated with each question (the pre- and post-test responses). The blue bar represents the response percentage of the correct answer. Red denotes the most common incorrect answer selected in pre-test. Green is the 2nd most common incorrect answer on the pre-test and purple the least common incorrect answer on the pre-test. This figure therefore displays information on the change from pre-to-post test among students and which distractors are most common from pre-to-post. A separate table was provided to PHI2600 faculty listing the response option associated with the blue, red, green, and purple responses. The data can be used by the Philosophy faculty to determine the effectiveness of the multiple choice distractors.



To view the entire PHI 2600 report, as well as other course level assessment reports visit <http://www.fsw.edu/facultystaff/assessment/history>