

Academic Assessment Newsletter

September 2014

2014- 2015 General Education Assessment

Florida SouthWestern State College will be initiating a revised assessment of the General Education Program beginning in the 2014-2015 academic year. This process will provide the baseline data for the continuous improvement cycle in the academic unit. The General Education Assessment Subcommittee of the Learning Assessment Committee reviewed several commonly-used assessment processes and supports the Association of American Colleges and Universities (AAC&U) Value Rubric implementation model. This is a faculty-driven model which involves measuring achievement of General Education Competencies through locally designed assignments and assessments. In order to encourage college-wide representation, participating faculty will be credited with College Service.

Do you have an assignment that measures achievement of one or more of the five General Education Competencies?

Submit yours today!

COM Communication

GSR Global Socio-cultural
Responsibility

QR Scientific and Quantitative
Reasoning

CT Critical Thinking

TIM Technology / Information
Management

Visit <http://www.fsw.edu/facultystaff/assessment/generaleducation> for more details

Meet the Academic Assessment Team



Marty Ambrose
Professor of English
Chair, Learning Assessment Committee



Dr. Eileen Deluca
Assistant Vice President,
Academic Affairs



Dr. Joseph van Gaalen
Coordinator,
Academic Assessment

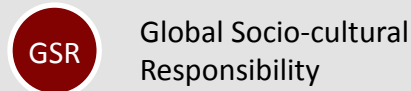


Crystal Revak
Assessment Analyst

General Education Assessment Assignment Feature

Professor: Dr. Katie Paschall

Class: SPC 1017 Fundamentals of Speech Communication – 3 Credits



Interpersonal Communication Assignment

Identify an interpersonal relationship you have with a person from another culture or subculture. The relationship may come from family, work, school, study groups, friendships or dating interactions. Follow the rules below and write a brief (approximately 500 words) paper. You will need to read pages 200 to 211 in your text in order to successfully complete this assignment. The paper will be typed and follow the standard English grammar and composition guidelines. Remember your English Composition Class and the rules you followed when writing an essay.

1. Identify and describe an interpersonal relationship with a person from another culture or subculture.
2. Identify and describe any conflict in that relationship particularly as it relates to differences in culture or subculture.
3. Analyze the reasons for the conflict. Are they rooted in cultural differences?
4. Determine conflict resolution strategies for this relationship *as suggested by the text material and class discussion.*

Notes from Dr. Katie Paschall

This assignment provided students with an opportunity to reflect on what they have learned about interpersonal relationship, how and why conflict may arise, and possible conflict resolution strategies. Southwest Florida, Florida SouthWestern State College, and certainly my classrooms are very diverse. As a result, most students have developed relationships with at least one person from another culture or subculture. The assignment prompts students to then examine these relationships from a different perspective. Many students had never realized conflict arose from the struggle between people to have their needs met in a relationship. Nor had they understood how even subtle cultural differences might affect this struggle. They write about conflict with their families, their platonic and intimate partners, and with co-workers. With a deeper understanding of interpersonal communication and cultural differences, they often express surprise and pleasure about discovering ways to manage conflict and build stronger, more satisfying relationships.

Remember to submit your assignment by the end of September. Faculty who submit assignments and artifacts will receive a certificate for College Service. Visit <http://www.fsw.edu/facultystaff/assessment/generaleducation> for more details.

Survey of Entering Student Engagement

FSW's Fall 2013 Results

Highest Areas of Engagement

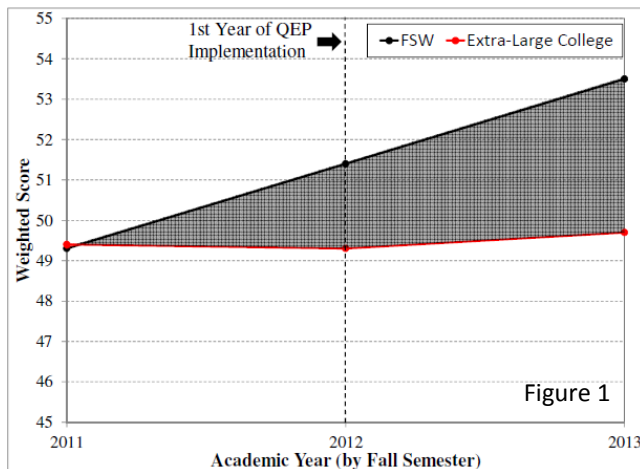
- An advisor helped me to select a course of study, program, or major
- Participated in supplemental instruction
- Used an electronic tool to communicate with an instructor about coursework
- Used face-to-face tutoring
- Used writing, math, or other skill lab

Lowest Areas of Engagement

- The instructors at this college want me to succeed
- At least one other student whom I did not previously know learned my name
- At least one instructor learned my name
- Used computer lab
- Learned to improve my study skills within a class, or through another experience at this college

Engaged Learning Items

Figure 1 shows the increase in engaged learning metrics measured by the SENSE after implementing the college's QEP in fall, 2012.



How can faculty support engagement?

- **Learn students names and use names for positive reinforcement.**
- **Provide students opportunities to engage in discussion and problem-solving in pairs and groups.**
- **Help students locate the Academic Support Centers and Peer Tutoring.**
- **Teach and model discipline-specific study strategies.**
- **Use the Early Alert System.**
<https://www.fsw.edu/earlyalert>