

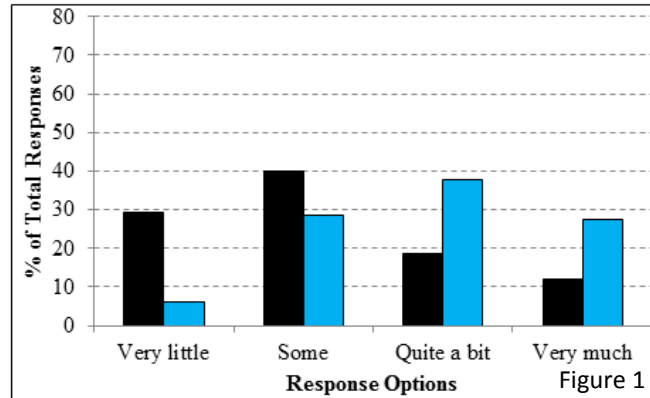
Comparison of the Community College Survey of Student Engagement (CCSSE) & The Community College Faculty Survey of Student Engagement (CCFSSE) Results

Memorization of facts, ideas, or methods

Survey Question

Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form?

Student (blue): During the current school year, how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form?



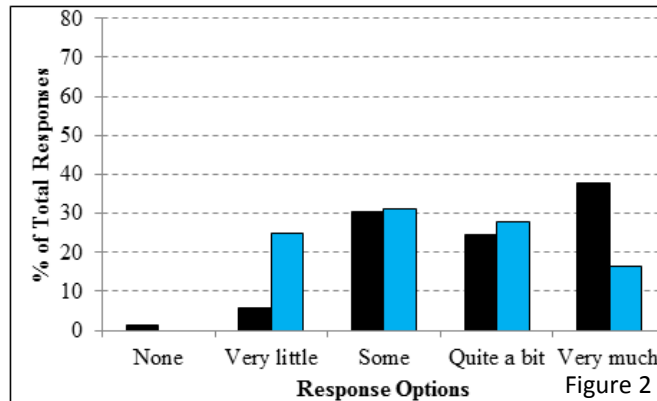
The survey results in Figure 1 depict a difference between what student and faculty report on the level of cognitive challenge of course curriculum. This may suggest that there is room for improvement in instructional delivery of higher order thinking learning outcomes. Members of the Learning Assessment Committee and the QEP Assessment Subcommittee are exploring research-based teaching strategies to address this case.

Acquiring job / work related knowledge and skills

Survey Question

Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?

Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?



The survey results depicted in Figure 2 show a difference between student/faculty value of General Education materials in the workplace. Studies have shown that General Education Assessment Plans like that of FSW's can be successful in making this connection. You can find references to those studies in the full CCSSE/CCFSSE report at <http://www.fsw.edu/facultystaff/assessment/history>. Or you can contact a Learning Assessment Committee member if you want to know more.

General Education Assessment Assignment Feature

Professor: George Manacheril

Class: PHY 2048 General Physics I

CT

Critical Thinking

QR

Scientific and Quantitative
Reasoning

Assignment Details

- A. Describe in not less than 400 words how positive acceleration for a moving object differs from negative acceleration. Use sketch graphs to illustrate the concept and use this concept to solve the following problem.
- B. When a moving particle is at the origin, it has a velocity given by $\vec{v} = (12\vec{i} + 15\vec{j}) \text{ ms}^{-1}$. It has a constant acceleration given by $\vec{a} = (-1.5\vec{i} + 0.25\vec{j}) \text{ ms}^{-2}$.
- Explain the path followed by this particle and illustrate it by drawing a sketch diagram.
 - How long does it take the particle to hit the y-axis? Explain and analyze the steps that lead you to the solution.
 - At what point does it hit the y-axis? Explain the reasoning for your steps.
 - What is its velocity at the instant it hits the y-axis?



Notes from Professor George Manacheril

In physics, students are always challenged to analyze and synthesize concepts, to visualize the world around them, and use mathematical reasoning and computational ability to bring these pictures to life. Critical thinking and quantitative reasoning form the fundamental building blocks of learning physics. In this assignment, students are required to analyze circumstances where positive and negative acceleration occur and how they affect the rate at which position and velocity change with time. In the given problem, the moving particle has positive acceleration in one direction and negative acceleration in another direction. Students are required to synthesize these concepts to figure out how its position changes with time, and sketch its path.

Students are required to use mathematical reasoning to explain the path of the particle and formulate mathematical equations to describe the motion in the x and y directions. They then use their computational skills to solve these equations to get information on the position, velocity, and the time of impact on the y-axis.

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 represents attainment of one or more of the five General Education Competencies?

Last Call for Fall 2014 Submissions!

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

The Learning Assessment Committee

- Chair: Marty Ambrose, Professor, English
- Jennifer Cohen, Professor, Business and Technology
- Richard Worch, Professor, Public Safety Administration
- Caroline Seefchak, Professor, Education
- Amy Trogan, Professor, English
- Stuart Brown, Professor, Fine Arts
- Fernando Mayoral, Professor, Foreign Languages
- Colleen Moore, Professor, Nursing
- Tom Donaldson, Professor, Social Sciences
- Sarah Lublink, Professor, Philosophy
- Jane Bigelow, Professor, Library
- Katie Paschall, Professor, Speech
- Eric Seelau, Professor, Social Sciences
- John Meyer, Dean, Business & Technology
- Don Ransford, Professor, Mathematics
- Peggy Romeo, Professor, Natural Sciences
- Ron Smith, Professor, Mathematics
- Barbara Miley, Coordinator, Accountability
- Joe van Gaalen, Coordinator, Academic Assessment
- Eileen DeLuca, Assistant Vice President, Academic Affairs

General Education Assessment Submission by Competency

Figure 3 depicts the General Education Competencies associated with current General Education assignment submissions as volunteered by faculty across 19 disciplines from all campuses and centers.

Thanks to all the faculty who submitted assignments in support of General Education assessment!

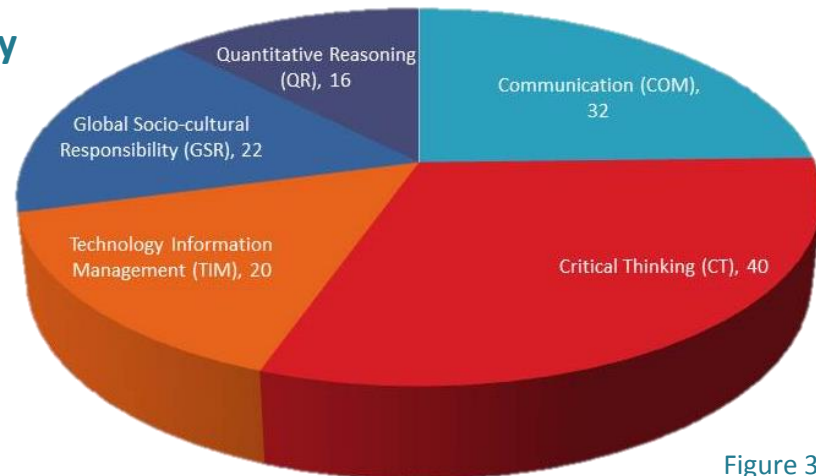


Figure 3