



# Academic Affairs Assessment

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for the  
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Why do we engage in academic  
assessment?

# To measure achievement, inform improvement, and make decisions

## o Curricular

- o Choosing methods and strategies
- o Deciding whether to increase or decrease time or emphasis on student learning outcomes
- o Selecting texts or material
- o Determining a focus for professional development
- o Improving assignments to better align with stated outcomes

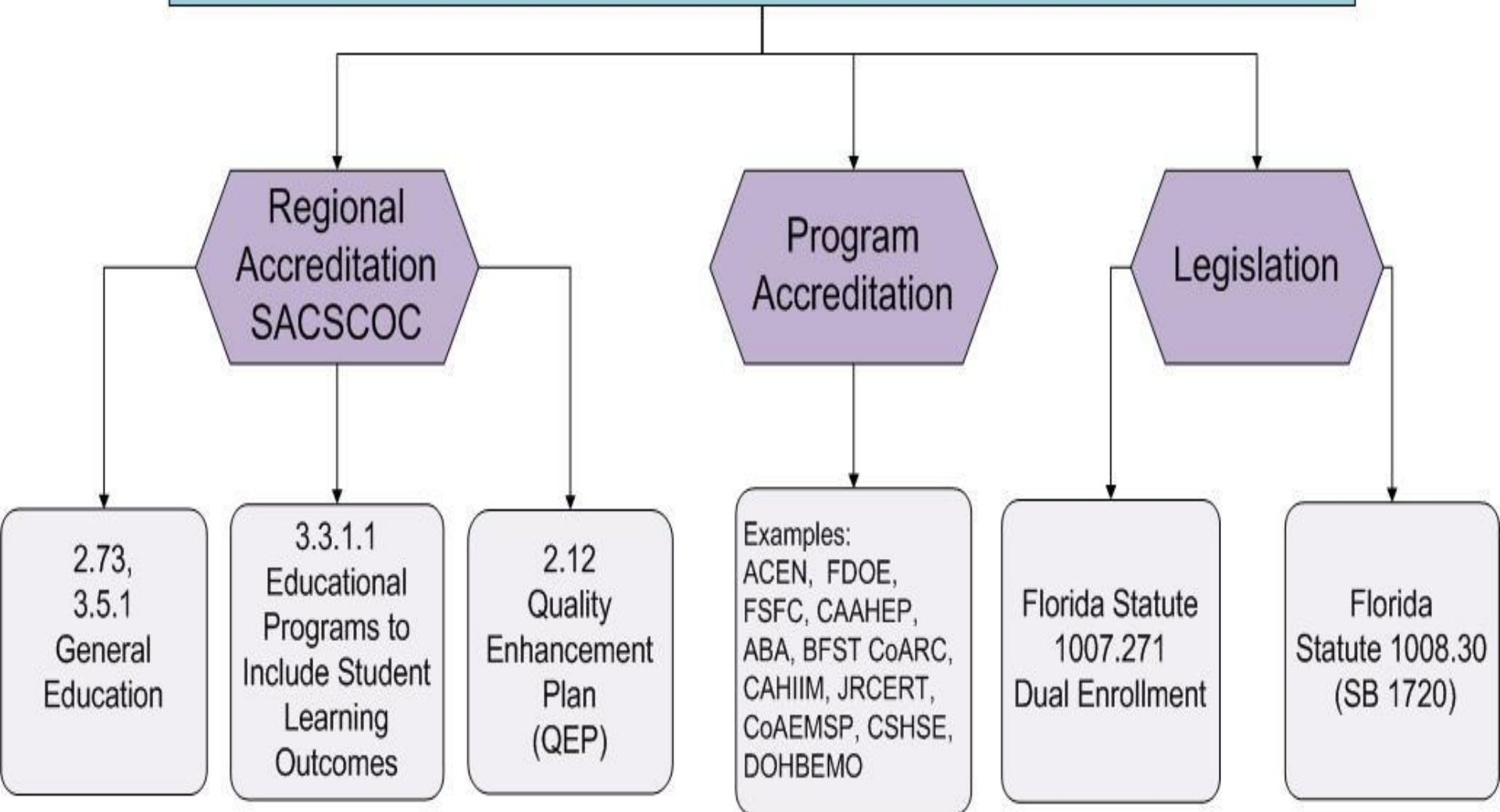
## o Programmatic

- o Determining course sequence and necessary pre-requisites
- o Demonstrating preparedness of program completers
- o Determining budgetary focus
- o Measuring achievement of stated goals and outcomes and demonstrating efficacy of courses and programs

# Other Reasons for Academic Assessment

- o To voluntarily self-regulate through accreditation processes (Regional, Program)
- o To comply with legislation (Florida Statute)

# FSW Academic Affairs Assessment



# SACSCOC 2.73

**2.7.3:** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAcadreditation.pdf>

# SACSCOC 3.5.1

**3.5.1:** The institution identifies college-level general education competencies and the extent to which students have attained them.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

## Measures of Achievement of Gen. Ed. Competencies

	ETS Proficiency Profile	Collegiate Learning Assessment (CLA)	ACT Collegiate Assessment of Academic Proficiency (CAAP)	AAC &U Rubrics
<b>ESC General Education Competencies</b>				
Communication (COM): To communicate effectively using standard English (written or oral).	Writing (Objective) (Optional Essay) *Reading (Objective)	Writing (Performance Task)	Writing (Objective) (Essay)	Written Communication (Value Rubric) Oral Communication (Value Rubric)
Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.	Critical Thinking (Objective)	Critical Thinking (Performance Task)	Critical Thinking (Objective)	Critical Thinking (Value Rubric)
Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.				Information Literacy (Value Rubric)
Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.				Global Learning (Value Rubric)
Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.	Mathematics (Objective)	Scientific and Quantitative Reasoning (Objective)	Science (Objective) Mathematics (Objective)	Quantitative Literacy (Value Rubric)



# SACSCOC 3.3.1.1

**3.3.1.1:** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results of educational programs, to include student learning outcomes.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

## A.A. program goals should include the Gen. Ed. Competencies.

Upon completion of the A.A. degree, students will communicate effectively using standard English (written or oral). (COM)

Upon completion of the A.A. degree, students will demonstrate skills necessary for analysis, synthesis, and evaluation. (CT)

Upon completion of the A.A. degree, students will demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources. (TIM)

Upon completion of the A.A. degree, students will identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society. (GSR)

Upon completion of the A.A. degree, students will identify and apply mathematical and scientific principles and methods. (QR)

## Program Goals



## Student Learning Outcomes

- o ***Program Goal:*** Upon completion of the A.A. degree, students will communicate effectively using standard English (written or oral).
- o ***Related Student Learning Outcome:*** Upon completion of SPC 1017, students will correctly incorporate the five standards of a speech introduction as measured on a rubric.

# SACSCOC Distance and Correspondence Education Policy Statement

Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of **student learning outcomes, student retention, and student satisfaction.**

<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

Program Goals



Student Learning Outcomes



Comparability : Campus-based/Online

- o **Program Goal:** Upon completion of the A.A. degree, students will communicate effectively using standard English (written or oral).
- o **Related Student Learning Outcome:** Upon completion of SPC 1017, students will correctly incorporate the five standards of a speech introduction as measured on a rubric.
- o **Assessment Method:** Common course assignment: Informative Speech measured on a rubric. 75% of students will score “3” or higher on all relevant aspects of the rubric. Mean scores disaggregated by site (campus-based, online).

# SACSCOC 2.12

**2.12:** The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

# SACSCOC 3.3.2

- o **3.3.2:** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

## Program Goals



## Student Learning Outcomes



## Comparability : Campus-based/Online

- o **Program Goal:** Through the full implementation of the Quality Enhancement Plan, Edison State College's first-time-in-college (FTIC) students will be self-reliant learners imbued with critical thinking skills.
- o **Related Student Learning Outcome:** As a result of successful completion of the Cornerstone Experience course, students will be able to: a) Explore how background experiences impact their values and assumptions and explain how they influence personal relationships; b) demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues; c) apply intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives.
- o **Assessment Method:** By the end of the spring 2014 semester, 70% of students who complete the final essay assignment will achieve a 3 (accomplished) or higher on all relevant aspects of the Critical Thinking rubric. Mean scores disaggregated by site (campus-based, online).



## Florida Statute 1007.271 Dual enrollment programs

Dual enrollment courses taught on the high school campus must meet the **same competencies** required for courses taught on the postsecondary institution campus.

[http://leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1007/Sections/1007.271.html](http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.271.html)

# Florida Statute 1007.271

## Dual enrollment programs

To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a **comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes** to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

[http://leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1007/Sections/1007.271.html](http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.271.html)

# Dual Enrollment Articulation Agreements (Lee, Collier, Charlotte, Hendry, Glades)

Section 4, Part D. The quality assessment of high-school based Dual Enrollment courses, programs and instruction shall include, but is not limited to, these criteria.

Item 6. The inclusion of tests and assessments in the course on the level of and covering material equivalent to that of other college classes. This will include, but is not limited to

- a. The use and administration of a **common course assessment** for each Dual Enrollment course offered on site in the high schools, which will **constitute a major component of the overall grade issued for that course.**
- b. Submitting a copy of the final exam, if not the common course assessment, for each course taught in each semester offered.

<http://www.edison.edu/dualenrollment/articulation>

## Program Goals



## Student Learning Outcomes



## Comparability : Campus-based/Online



## Comparability: Campus-based/Offsite Dual Enrollment

- o **Program Goal:** Upon completion of the A.A. degree, students will identify and apply mathematical and scientific principles and methods.
- o **Related Student Learning Outcome:** Upon completion of MAC 1105, students will select and apply which of the techniques, elimination, substitution, or graphing, would be most efficient to solve systems of linear and non-linear equations.
- o **Assessment Method:** 60% of MAC 1105 completers will achieve accuracy on each of the student learning outcomes as measured by a final exam.
  - o % of student achieving accuracy for each student learning outcome (items aligned with outcomes) disaggregated by site (**campus-based, online, offsite dual enrollment**)
  - o Independent samples t-test of overall final exam scores (**campus-based, online, offsite dual enrollment**)
  - o Factorial ANOVA of items (**campus-based, online, offsite dual enrollment**)

# SB 1720

- o During each academic term, the college will collect and report the following academic achievement data disaggregated by developmental education strategy:
  - o Common course assessment results
  - o Mastery exam results
  - o Developmental course success rates
  - o Success in gateway courses (*ENC 1101, MAT 1033, MAC 1105, MGF 1106, MGF 1107, STA 2023*)

<https://sites.google.com/site/fcsdevelopmentaleducation/approved-plans>

## Program Goals



## Student Learning Outcomes

- o **Program Goal:** Upon completion of the A.A. degree, students will identify and apply mathematical and scientific principles and methods.
- o **Related Student Learning Outcome:** Students will understand and apply mathematics and mathematical concepts at the post-secondary level that correlates with college success by the completion of the developmental mathematics sequence.
- o **Assessment Method:**
  - o During the 2014-2015 academic year, 60% of the MAT 0057 completers will pass the Mastery Exam for Mathematics and receive a "C" or better in the course.
  - o During the 2014-2015 academic year, 75% of MAT 0057 completers will receive 75% or higher on the common course assessment.
  - o During the 2014-2015 academic year, the percentage of students who completed the developmental Mathematics sequence (through all available modalities) and passed MAT 1033 with a "C" or better, will not vary significantly from the students who test directly into MAT 1033.
  - o During the 2014-2015 academic year, 50% of MAT 0057 enrollees will complete the course with a "C" or better in all available modalities.

# Course-Level Assessment

## 2014-2015

- o At minimum, the following courses should be part of the assessment plan and assessed with goals, results, and use of results entered into Compliance Assist.
  - o Courses that are offered in all three modalities (campus-based, online, dual enrollment)
  - o SB 1720 Courses (MAT 0057, ENC 0022, REA 0019)
  - o QEP course: SLS 1515
- o It is suggested that all assessments related to program goals and student learning outcomes are entered into Compliance Assist.

# Reporting in Compliance Assist

<http://www.edison.edu/>



# Roles

- o Academic Affairs
  - o Provost and VP Academic Affairs
  - o AVP, Academic Affairs
  - o Director, Academic Affairs Assessment
  - o Assessment Analyst
  
- o Programs and Departments
  - o Dean
  - o Discipline Chairs
  - o Faculty Coordinators of Assessment
  - o Faculty
  - o Coordinators, Assessment & Student Success
  
- o RTA
  - o Director, Effectiveness and Accountability
  - o Coordinator of Effectiveness
  
- o Online Learning
  - o Director, Edison Online
  - o Director, Design and Development