

Message from the Committee Chair

LAC Activities Contribute to Gen Ed Review

Hello everyone, and, on behalf of the Learning Assessment Committee (LAC), welcome to spring 2020! Our first issue of *DataVersed* comes toward the end of February, by which time the semester is in full swing, and many of you are well into course content and deep into the process of course assessment. Similarly, the LAC is already at work, collaborating with FSW's team AASPIRE (Assessment, Accountability, Sponsored Programs, Institutional Research, and Effectiveness) on our annual spring semester, college-wide, general education assessment.

As educators we all realize that assessment operates at many levels and serves different functions. Naturally, it allows us to see how a student's work throughout a semester has aligned with course goals in order to arrive at a final grade. But it also serves an important role by giving valuable feedback to students along the way, allowing them to better understand in the moment how their projects are squaring with course requirements, as well as with the disciplinary demands of whatever subject they are studying. In other words, while some assessment is goal-oriented, a good deal of assessment is *process-oriented*.

This semester, LAC and AASPIRE are undertaking projects that engage with assessment in both capacities. In addition to the above-mentioned gen ed assessment, we will be sponsoring and participating in a variety of activities that will be geared toward a college-wide review of our course-level general education outcomes. This will begin with a professional development session in March to discuss review strategies with department chairs and deans in the hopes of better defining the ultimate course goals for all FSW classes.

As to the issue of assessment-as-process, LAC and AASPIRE have recently heard from faculty who have submitted assignments for gen ed review and are seeking more feedback about how well these assignments fit, and how they are used. In response to this, we have put together a professional development session in February that will feature members of the Learning Assessment General Education Subcommittee who score the submissions. Here, scorers will discuss which kinds of assignments work, and will answer questions on how we assess the assignments we review. More on these professional development sessions are to be found in this issue of *DataVersed*.

Good luck to everyone as we head toward midterms! I hope to see some of you in our upcoming professional development sessions.



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The Many Faces of Assessment



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Back in February, 2018, the Learning Assessment Committee (LAC) introduced a [Did You Know?](#) which featured a brief overview of just how assessment looks around the many departments housed at FSW. From multiple-choice exams, to normed rubrics, to disposition surveys, assessment takes a wide variety of forms that the issue of “Did You Know?” outlined. But since “Did You Know?” is a one-page infographic newsletter, there was no hope of exploring these avenues of assessment. So let’s take a closer look here in DataVersed.

In a rapid-fire content-based course such as a science or math department might house, a multiple-choice exam is often a good one-stop shopping tool for assessment. In the application of the assessment, the tool is easy to coordinate across large department numbers, quick to evaluate areas of concern, and easy to target revisions for a future assessment. In the actual assessment process, the tool allows faculty to learn about what drives a simple multiple-choice question to be strong or weak and what one question can mean for an entire assessment’s value. In Figure 1 the Chemistry Department serves as an example where we can get a quick look about item difficulty for each question on the exam and faculty can judge the merit of each. This is really no different than the quick access item analytics you can find in your Canvas course, but here it is done department wide, so you can see if trends exist beyond your classroom.

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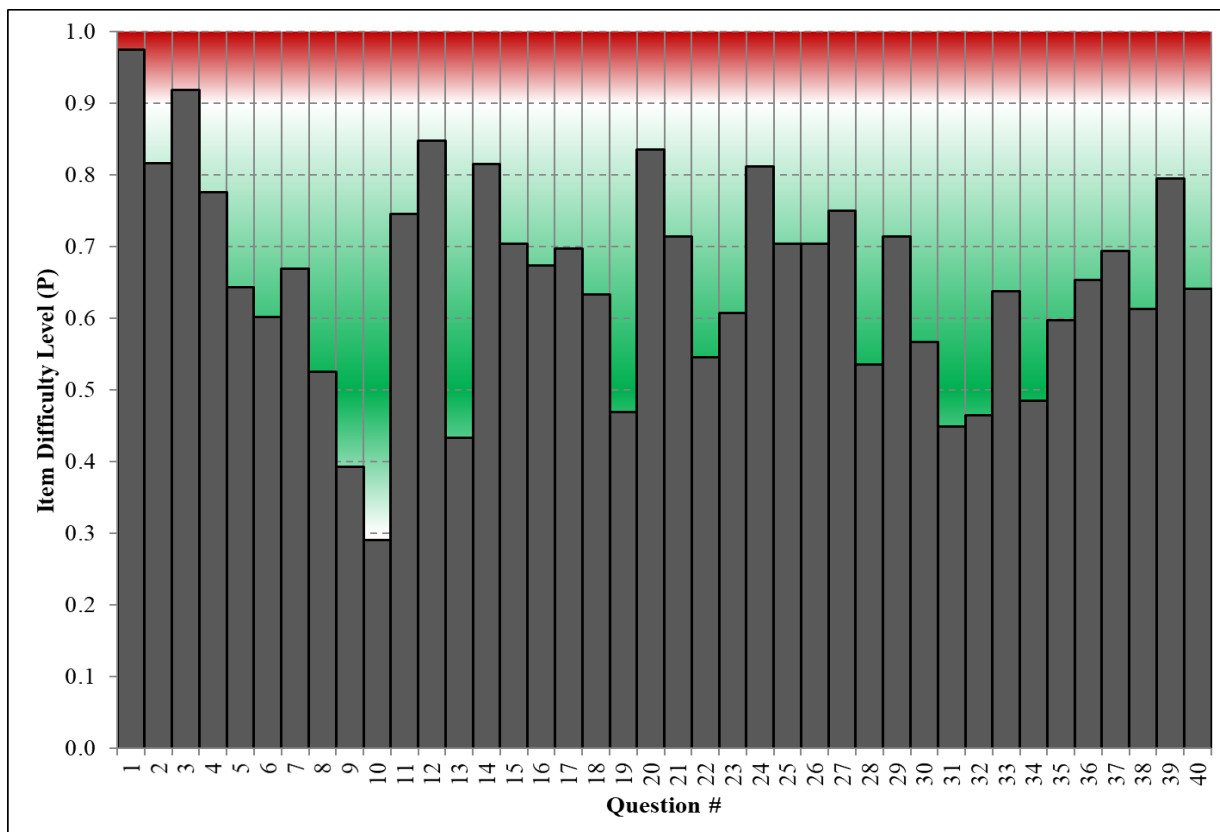


Figure 1. Example of item difficulty analysis from the Spring 2019 assessment report for CHM 2025 Introduction to College Chemistry.

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A course more centered around context rather than content, such as a humanities course where the discussion is so vital to the evolution of the learning, often times requires a more holistic approach. Certainly, content is important, but so too is the conversation and discussion that evolves from the content. To tackle this, the Humanities Department utilizes a multiple-choice pre/post-test in conjunction with a disposition survey. In this way, they can study student learning in much the same coordination and assessment process convenience as that seen in the sciences as outlined above, but also gauge how those in-class discussions may have swayed thoughts about the topics, not just knowledge of the topics. In Figure 2, a somewhat complex graphic has become the normal for the department. With this graphic, faculty can learn about which disposition prompts exhibit the greatest change, and then discuss why in their next department meeting.

	PRE-TEST					POST-TEST					CHANGE			Scale
	More negative		More positive			More negative		More positive			Negative	Neutral	Positive	
1	2%	17%	26%	36%	19%	3%	16%	22%	38%	22%	0%	-4%	5%	10%
2	2%	18%	42%	27%	11%	4%	14%	33%	35%	14%	-2%	-9%	11%	5%
3	0%	10%	15%	52%	23%	2%	6%	16%	48%	27%	-2%	1%	1%	0%
4	1%	3%	20%	47%	30%	1%	4%	13%	46%	37%	1%	-7%	6%	-5%
5	1%	5%	22%	48%	24%	1%	2%	18%	44%	34%	-2%	-4%	6%	-10%
6	2%	3%	21%	46%	27%	1%	2%	18%	40%	39%	-3%	-4%	6%	
7	0%	5%	24%	50%	21%	0%	4%	16%	52%	28%	-1%	-7%	8%	
8	1%	14%	29%	41%	15%	2%	8%	30%	42%	19%	-6%	1%	5%	
9	0%	4%	23%	52%	21%	1%	5%	27%	44%	24%	1%	3%	-5%	
10	0%	1%	13%	47%	38%	1%	1%	14%	40%	45%	0%	0%	0%	
11	2%	7%	23%	41%	27%	1%	7%	22%	38%	32%	-1%	-1%	2%	
12	1%	9%	28%	43%	19%	1%	6%	16%	47%	29%	-2%	-12%	14%	

Scale	0%	10%	20%	30%	40%	50%	60%
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Figure 2. Example of change in response to disposition prompts such as “I like to see connections between course material and current events.” For example, in Question 1, 19% of students responded “Strongly Agree” in the pre-test. A further 36% responded “Agree” and so on. That tally, 55%, increased to 60% in the post-test (shown as 38% Agree and 22% Strongly Agree) or 5% in the “Change” column on the right.

Sometimes a more hands-on approach is necessary. When it comes to gathering data, there is no more hands-on an approach than the sidewalk survey. In fact, right now in the month of February a sidewalk survey is being conducted on all campuses and centers of FSW assessing the impact of One Book, One College (OBOC). What is a sidewalk survey? Well, it is just about what it sounds like. Staff from Team AASPIRE head on out across the campuses armed with a tablet and a survey queued up and ready on the screen. With a friendly ‘hello’ and a moment of the student’s time, Team AASPIRE secures another data point that they manually enter onto the tablet. There is always another way to do a survey like this, but then again, a survey doesn’t always have to serve the purpose of collecting data. Sometimes, as is the case with OBOC, it’s about instilling a sense of community while completing a task. And what better way to shape that community than with that friendly ‘hello’ and a survey at your fingertips instead of hiding in an email somewhere.

Look for LAC PD Sessions in February and March

February Panel Discussion on Gen Ed Scoring and Data

On Friday, February 28 (PD Friday), the Learning Assessment Committee will join forces with AASPIRE (Assessment, Accountability, Sponsored Programs, Institutional Research, and Effectiveness) to host a panel discussion on general education assignment submissions and how they are scored and used. Here, members of the LAC's gen ed subcommittee will discuss the process of scoring submitted assignments, which assignments are most suitable for the process, and they will answer questions about the process, overall. Since all faculty are likely to be involved in the gen ed submission process eventually, all faculty are highly encouraged to participate. Furthermore, faculty who have submitted assignments for the 2019-2020 review will be able to ask questions of the current scorers.

The Analyze competency will be discussed at 8:45am on the 28th in AA-168. At 10am, in the same room, the Research competency will be discussed. For more information, reach out to your department's learning assessment coordinator, or contact the AASPIRE office.



March Panel Discussion on Course Level Learning Outcomes



For March's Professional Development Friday, 3-27, the Learning Assessment Committee and team AASPIRE will host an open discussion with school deans and department chairs about the forthcoming review of course level gen ed learning outcomes.

The discussion will cover a review of current course outcomes as well as strategies for determining/defining revised goals and outcomes based on the C.R.E.A.T.I.V.E rubric. Because of the universality of the topic, all faculty are encouraged to attend.

FSW Learning Assessment Committee, 2019-2020

Learning Assessment Committee Chair:

Elijah Pritchett Humanities

Learning Assessment Coordinators:

Mary Myers	Computer Science and Construction Tech
Jennifer Patterson	Business
Jane Charles	Library
Marius Coman	Science
Mary Conwell	Paralegal Studies
Renee Hester	Academic Success
Caroline Seefchak	Education
Fernando Mayoral	Foreign Language
Colleen Moore	Health Professions
Mark Cevallos	Math
Jennifer Summary	Communication Studies
Eric Seelau	Social Sciences
Amy Trogan	English
Richard Worch	Public Admin/Criminal Justice/Crime Scene
Mike Molloy	Humanities

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Grace Scardo	Team AASPIRE
Leroy Bugger	Accounting
John Connell	Foreign Language
Margaret Kruger	Health Professions
David Licht	Math
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Terry Zamor	Math
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