DataVersed

A publication of the Learning Assessment Committee
of Florida SouthWestern State College

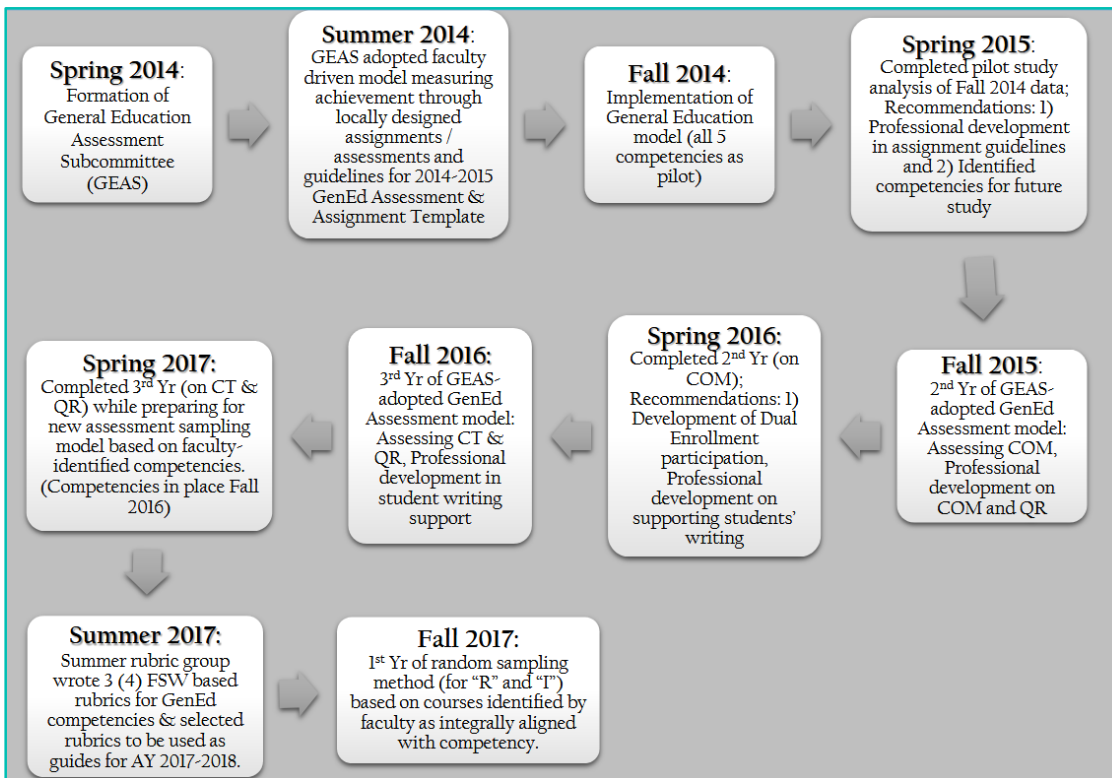## *Have you been following the road of GenEd Assessment?*

Joseph van Gaalen, Ph.D.
*Asst. VP of Institutional Research,
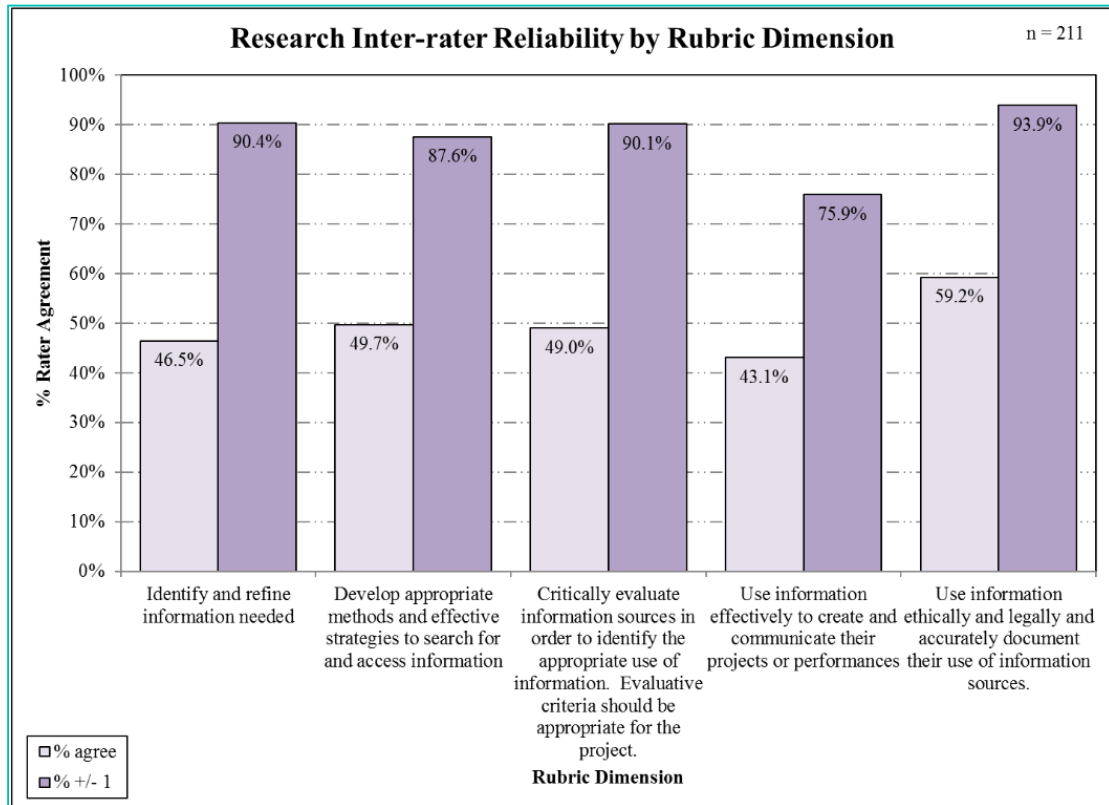Assessment, and Effectiveness*

General Education is at the heart of every institution and FSW is no different. But how does it evolve over time? Topics change over time. Students change over time. And faculty change over time. So how does the education change? Assessment is a way of looking at that. It is a way of understanding what it looks like. It can take the form of numbers and statistics such as an achievement measure, or it can look like a narrative as faculty describe the outcomes of the topic, course, or program. It is really no different than choosing to describe a wellness plan for yourself by mentioning you've slimmed down by 20 pounds or by describing how you have noticed that you have more energy, increased vitality, and have a general improvement in your overall disposition.

So what does General Education look like for FSW? The FSW Learning Assessment Committee invites you to take a look in this latest issue of *DataVersed*.

Spring 2014: Formation of General Education Assessment Subcommittee (GEAS)

Summer 2014: GEAS adopted faculty driven model measuring achievement through locally designed assignments / assessments and guidelines for 2014-2015 GenEd Assessment & Assignment Template

Fall 2014: Implementation of General Education model (all 5 competencies as pilot)

Spring 2015: Completed pilot study analysis of Fall 2014 data; Recommendations: 1) Professional development in assignment guidelines and 2) Identified competencies for future study

Fall 2015: 2nd Yr of GEAS-adopted GenEd Assessment model: Assessing COM, Professional development on COM and QR

Spring 2016: Completed 2nd Yr (on COM); Recommendations: 1) Development of Dual Enrollment participation, Professional development on supporting students' writing

Fall 2016: 3rd Yr of GEAS-adopted GenEd Assessment model: Assessing CT & QR, Professional development in student writing support

Spring 2017: Completed 3rd Yr (on CT & QR) while preparing for new assessment sampling model based on faculty-identified competencies. (Competencies in place Fall 2016)

Summer 2017: Summer rubric group wrote 3 (4) FSW based rubrics for GenEd competencies & selected rubrics to be used as guides for AY 2017-2018.

Fall 2017: 1st Yr of random sampling method (for "R" and "I") based on courses identified by faculty as integrally aligned with competency.

It's something we can all agree on …There's even data for it; look:

It has brought about tons of changes, like:

Assessment Workshop 101
- Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca, Myra Walters

Effective Listening: Purpose, Process, and Strategies for Improvement
- Katie Paschall

It's Data-licious: Tasty Tidbits to Improve Student Writing and Presentations
- Joseph van Gaalen

An Overview of Classroom Assessment Techniques (CATs) to Improve Student Learning
- Caroline Seefchak

Don't Limit Your Students: Sources for Research Assignments
- Jane Charles

Developing Effective Research Assignment Guidelines
- Amy Trogan, Phil Wisely, Arenthia Herren, Rozalind Jester

General Education Assessment Feedback: The Good, the Bad, and the Ugly
- Rebecca Harris, Katie Paschall, Amy Trogan, Joseph van Gaalen, Cynthia Enslen, Scott Ortolano

We cannot forget the development of these little beauties:

COMMUNICATE (WRITTEN)	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Context & Purpose of Writing	Synthesizes purpose, audience, and context to fulfill the objectives of the assignment.	Integrates purpose, audience, and context to fulfill the objectives of the assignment.	Understands purpose, audience, and context to fulfill the objectives of the assignment.	Shows limited understanding of purpose, audience, and context to fulfill the objectives of the assignment.
Content Development	Adapts appropriate, relevant, and compelling content to structure the writer's work and convey meaning.	Summarizes appropriate, relevant, and compelling content to structure the work and convey meaning.	Includes appropriate, relevant, and compelling content to structure the work and convey meaning.	Does not include appropriate, relevant, and compelling content to structure the work and convey meaning.
Genre & Disciplinary Conventions	Executes an extensive use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Demonstrates use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Recognizes conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Shows limited or no recognition of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.
Sources & Evidence	Identifies and interprets information sources that are authoritative to the assignment and appropriate to the discipline.	Identifies but does not interpret (or interprets but does not identify) information sources that are authoritative to the assignment and appropriate to the discipline.	Includes some sources but demonstrates only a limited understanding of sources that are authoritative to the assignment and appropriate to the discipline.	Includes limited to no sources that are authoritative to the assignment and appropriate to the discipline.
Control of Syntax & Mechanics	Communicates meaning clearly, accurately, and precisely to meet the assignment with few to no grammatical, mechanical, and syntactical errors.	Communicates meaning clearly, accurately, precisely, but has some grammatical, mechanical, and/or syntactical errors.	Communicates meaning with many grammatical, mechanical, and/or syntactical errors that effect clarity, accuracy, and/or precision.	Communicates with many grammatical, mechanical, and/or syntactical errors that impedes meaning.

And of course we know some of the strengths of our competencies:

CT Achievement Over Time
Mean Rubric Score by Dimension

- AY 2014-2015
- AY 2016-2017

Rubric Dimension	AY 2014-2015	AY 2016-2017
Explanation of Issues	2.21	2.41
Evidence	1.95	2.08
Influence of Context and Assumptions	1.84	1.99
Student's Position	1.98	2.02
Conclusions & Related Outcomes	2.05	2.00
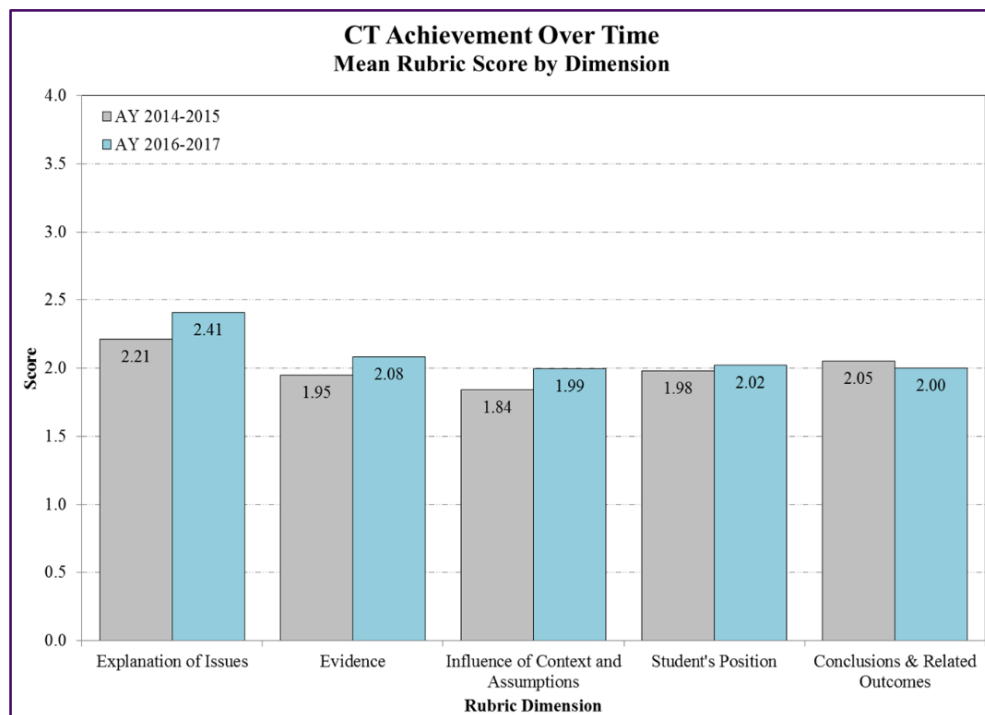
What part of GenEd Assessment speaks to you?

FSW Learning Assessment Committee
Academic Year 2018-2019

Patricia Arcidiacono	Health Professions	Dr. Lisa McGarity	Science
D'ariel Barnard	Academic Assessment & Effectiveness	Barb Miley	Accountability & Effectiveness
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