

Message from the Committee Chair

## Learning Assessment Committee: A New Year



Dr. Elijah Pritchett  
Professor, Humanities  
LAC Chair

Greetings everyone, and, on behalf of the FSW Learning Assessment Committee (LAC), welcome to the 2019-2020 academic year. It is a great honor for me to serve as the LAC chair. Having been a part of the committee for the past several years I have seen the incredible work—the commitment, care, and creativity—of our members and chairs, and I am humbled to be a part of this ongoing project.

I owe a debt of gratitude to Dr. Caroline Seefchak, whose wonderful leadership for the past two years has allowed the committee to grow and evolve. Part of that legacy was the creation of this publication, *DataVersed*, a monthly e-newsletter that helps keep faculty informed about the various projects of the committee as well as the projects and data reports of FSW's

Office of Academic Assessment and Accountability & Effectiveness. Here you will find monthly updates on all aspects of assessment, whether at the course, department, or college level.

The LAC's mission is to provide support to the various academic disciplines as they develop their methods and tools of assessment.

Toward this end the committee works closely with the Office of Assessment and Effectiveness so that assessment innovation can be strategically sound and based on the latest and best data regarding effective assessment strategies. In 2019-2020, LAC and its three subcommittees will continue to provide assessment support, professional development opportunities involving assessment at all levels, and—through this newsletter—regular reporting on the status of assessment at FSW.

Keep an eye out for *DataVersed* in your email, and, on behalf of the committee, good luck and best wishes to everyone for a wonderful 2019 fall semester.

# 'Research' and 'Analyze' to be Assessed this AY

## General Education Assessment

SoAHSS	SoBT	SoE	SoHP	SoPAS	Libraries
ENC 1101	BCN 4703	EDE 4220	CVT 2920	BSC 1086C	LIS 2004
JOU 1990	CGS 1000	EDF 2005	DEH 2300	ESC 1000C	
JOU 1991	CTS 2321	EDG 3410	DEH 2400	IDS 2910	
	CJC 1000	EEX 1013	FFP 1510		
	CJE 2600	ETD 1320	FFP 1540		
	COP 3337	ETD 1530	FFP 1824		
	DSC 1006		FFP 2301		
	ENT 3003		FFP 2706		
	ENT 3172		FFP 2770		
	ENT 4004		NUR 3125		
	HFT 1000		NUR 4165		
	HFT 2600		RET 2930		
	MAN 3641		RET 4050		
	MAN 4402		RET 4715		
	MAN 4701				
	MAN 4723				
	MAR 3231				
	PAD 3204				
	PAD 4426				
	PAD 4878				
	PLA 1103				
	PLA 2114				
	PLA 2610				
	SBM 2000				
	SLS 1301				
	SUR 2140				
	TAY 2000				

**Integral: Research**



Dr. Joseph van Gaalen  
Assistant Vice President  
Institutional Research,  
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During the 2014-2015 Academic Year, Florida SouthWestern State College initiated a revised assessment of the General Education Program.

Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. During the the 2018-2019 Academic Year, courses identified by faculty of that discipline as "Research" or as "Analyze" can be randomly selected to provide an assignment which the instructor feels is appropriate to meet that competency for General Education Assessment for that year. This random selection plan was developed by the Learning Assessment Committee (LAC). The random selection and outreach to instructors occurs in mid-to-late September of each Academic Year.

## General Education Assessment

SoAHSS	SoBT	SoE	SoHP	SoPAS	Libraries
AML 2010, 2020	AVM 2120	CHD 1220	FFP 0010C	MAS 4301	
ARH 1000, 1050, 1051	CJE 2671	EDF 4782	FFP 0020C	MGF 1106	
ART 1201C, 1203C	CJ 2002	EEC 2521	FFP 1000	MTG 2206	
ART 1300, 1301C	CJL 2100	LAE 4464	FFP 1825		
ART 1330C, 2012C	COP 1822		HSC 4652		
ART 2205C, 2500C	COP 3655		RET 2930		
ART 2527C, 2750C	CTS 1133		RET 4715		
ART 2751C	ETD 1103		RET 4933		
CRW 2001, 2300	GEB 4375				
DIG 2205C, 2251C	ISM 3113				
DIG 2280C, 2284C	MAN 2582				
EAP 0340, 0440	MAN 3864				
ENC 1102	MAR 2011				
ENG 1102	PAD 3113				
FIL 1000, 2001	PAD 3820				
FIL 2432C	PLA 2200				
HUM 1950, 2410					
HUM 2950					
LIT 2000, 2090					
LIT 2110, 2120					
Most designations of MUE, MUH, MUL, MUM, MUN, MUS, MUT, MVB, MVJ, MVK, MVP, MVS, MVV, MVW					
PGY 1800C, 1801C					
PGY 2401C, 2404C					
THE 1000, 1925					
THE 2100, 2925					

**Integral: Analyze**

# Think Rubric

This rubric was developed by a 7-member task force of faculty and staff representing four of the schools of the College and supported by the Office of Academic Assessment and the Office of the Provost during special sessions held on May 13, 17, and May 23, 2019. Task members, led by Joseph van Gaalen (Sciences/AVPof Assessment, Effectiveness,& Institutional Research) included: Jane Charles (Libraries), Rebecca Harris (English), Julia Kroeker (Education), Jennifer Patterson (Business), Caroline Seefchak (Education & LAC Chair), and Elijah Pritchett(Humanities).

THINK	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
<b>Explanation of Issues</b>	Explains and justifies the importance of the issues with clear and relevant evidence.	Describes but does not justify the importance of the issue and/or omits key evidence.	Identifies the issue but leaves some aspects undefined and only mentions importance of the issue.	Does not identify or justify the importance of the issue.
<b>Evidence</b>	Analyzes relevant information and, if required by the assignment, synthesizes the viewpoints of experts from the appropriate discipline(s).	Identifies relevant information and, if required by the assignment, includes the viewpoints of experts from the appropriate discipline(s).	Includes some relevant information but excludes key or important elements, and, if required by the assignment, includes or merely inserts the viewpoints of experts as required within the discipline.	Includes minimal to no relevant information, and, if required by the assignment, does not include or merely inserts the viewpoints of experts as required within the discipline.
<b>Influence of Context and Assumptions</b>	Analyzes assumptions using systematic and methodical approaches, and carefully evaluates the relevance of contexts when presenting a position.	Analyzes assumptions and the relevance of contexts when presenting a position.	Identifies relevant assumptions and contexts when presenting a position.	Identifies minimal to no assumptions and contexts when presenting a position.
<b>Student's Position (perspective)</b>	Amalgamates a position or perspective that takes into account the complexities of the issue.	Establishes a specific position or perspective that takes into account some complexities of the issue.	Develops a specific position or perspective but doesn't acknowledge the complexities of the issue.	States a position or perspective but is simplistic and obvious.
<b>Conclusions and Related Outcomes</b>	Constructs logical conclusions based on consequences and implications drawn from an informed evaluation of evidence and perspectives.	Constructs logical conclusions based on a partial understanding of evidence, consequences, and/or implications.	Includes a conclusion based on a partial understanding of evidence, consequences, and/or implications.	Includes a conclusion based on an incomplete understanding of evidence, consequences, and/or implications, or simply restates the introduction or thesis.

# Engage Rubric

ENGAGE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
<b>Diversity of Communities &amp; Culture</b>	Justifies one's own perspectives and critiques / assesses the perspectives of others to promote engagement with a diversity of ideas, communities, and / or cultures.	Analyzes and synthesizes one's own perspective and those of others to promote engagement with a diversity of ideas, communities, and / or cultures.	Applies awareness of one's own perspective and those of others to illustrate engagement with a diversity of ideas, communities, and / or cultures.	Shows limited awareness of one's own perspective and those of others and merely acknowledges a diversity of ideas, communities, and / or cultures.
<b>Analysis of Knowledge</b>	Transforms and applies knowledge from one's own academic discipline to civic or community engagement and to one's participation in public life, politics, and government.	Demonstrates knowledge from one's own academic discipline making relevant connections to a civic or community engagement and to one's own participation in public life, politics, and government.	Understands knowledge from one's own academic discipline and how it connects to civic or community engagement and to one's own participation in public life, politics, and government.	Identifies knowledge from one's own academic discipline that is relevant to civic or community engagement and to one's own participation in public life, politics, and government.
<b>Civic Communication</b>	Employs rhetorical awareness to express one's argument, listen to others, and adapt one's viewpoints to further civic or community action.	Demonstrates rhetorical awareness to express one's argument, listen to others, and adapt one's viewpoints to further civic or community action.	Understands the use of rhetorical awareness to express one's argument, listen to others, and adapt one's viewpoints to further civic or community action.	Shows limited rhetorical awareness, or merely reproduces the thoughts of others, to express one's argument, listen to others, and adapt one's viewpoints to further civic or community action.
<b>Reflection on Civic Experience</b>	Transforms and applies experiences across and/or within community contexts by combining knowledge and commitment to civic action.	Demonstrates experiences across and/or within community contexts by combining knowledge and commitment to civic action.	Relates experiences across and/or within community contexts by combining knowledge and commitment to civic action.	Recognizes experiences across and/or within community contexts by combining knowledge and commitment to civic action.

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