

General Education Assessment Pilot Update

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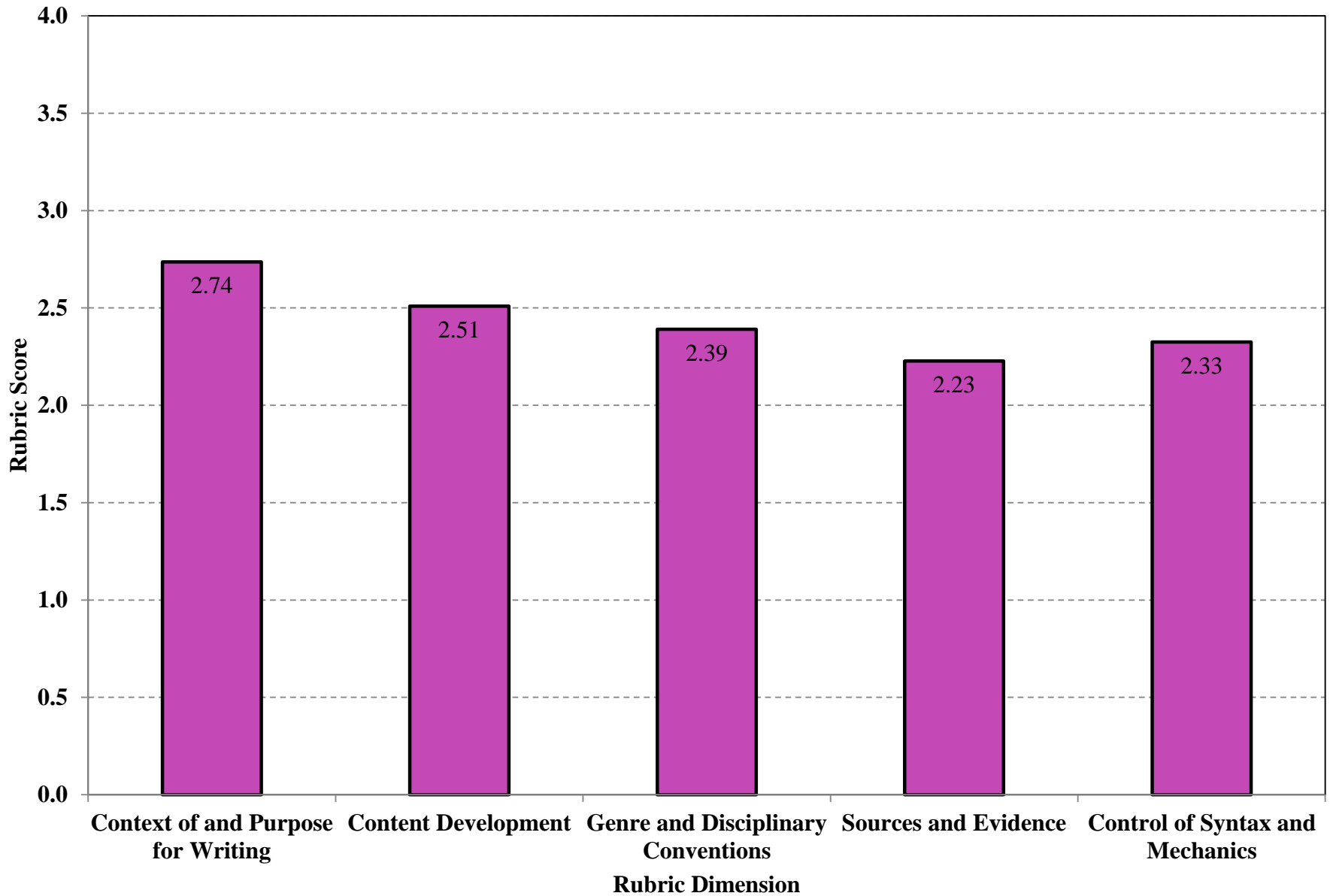
Pilot Study Goals

1. To determine the efficacy of AAC&U Value Rubrics as measurement tools for FSW's General Education curriculum.
2. To measure achievement of the General Education competencies across the disciplines.

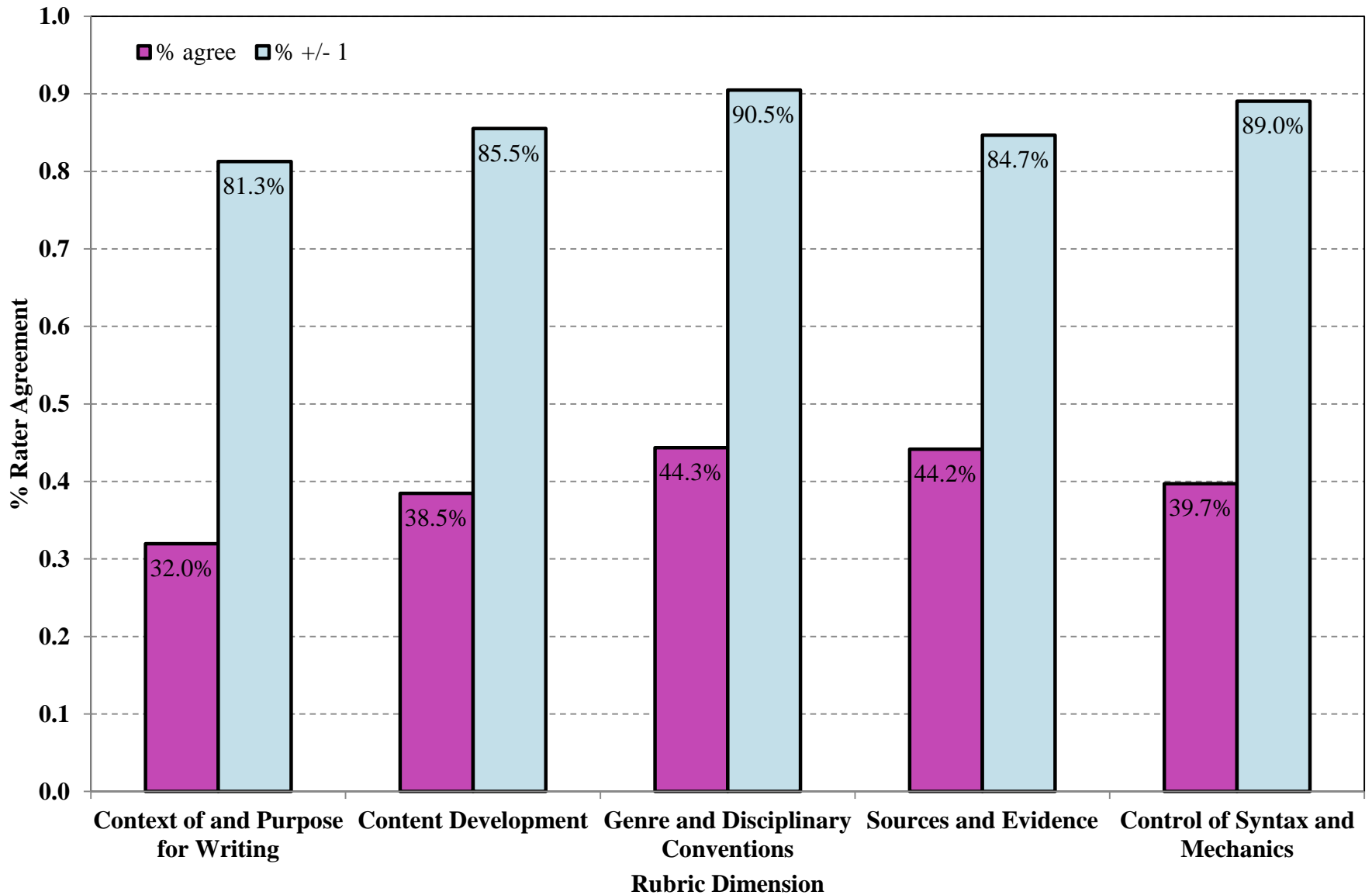
General Education Scoring Update

	Collected Rubric Scores	Collected Feedback Sheets
COM	6/6	5/6
CT	6/8	6/8
GSR	2/4	2/4
QR	4/4	4/4
TIM	6/6	6/6

COM Achievement Comparison by Rubric Dimension



COM Inter-Rater Reliability by Rubric Dimension



COM-Written Com Value Rubric

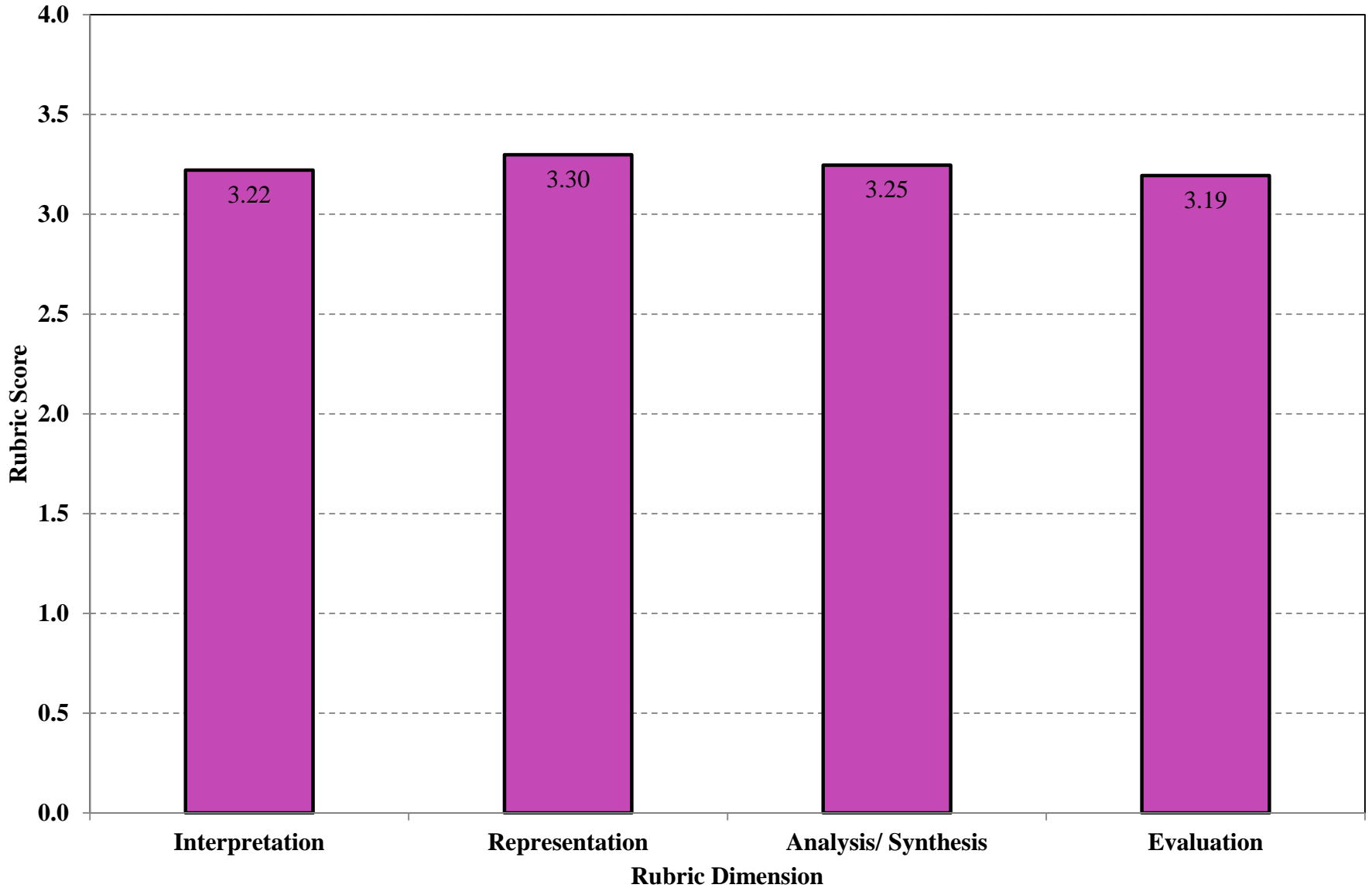
Overall response: Rubric is functional, but team would like to wordsmith some of the language of performance levels.

Trends in responses

- * Questioning “Sources and Evidence” criterion: Not all assignments required sources and/or documentation. Remove criterion? Only score artifacts that require use of documentation?
- * Providing specificity in word choice in performance levels
- * Choosing “Control of Syntax and Mechanics” score: Tough to distinguish between “some and few.”
- * Assessing Plagiarism
- * Aligning assignments with assessment tool: Clear guidelines=score-able artifacts

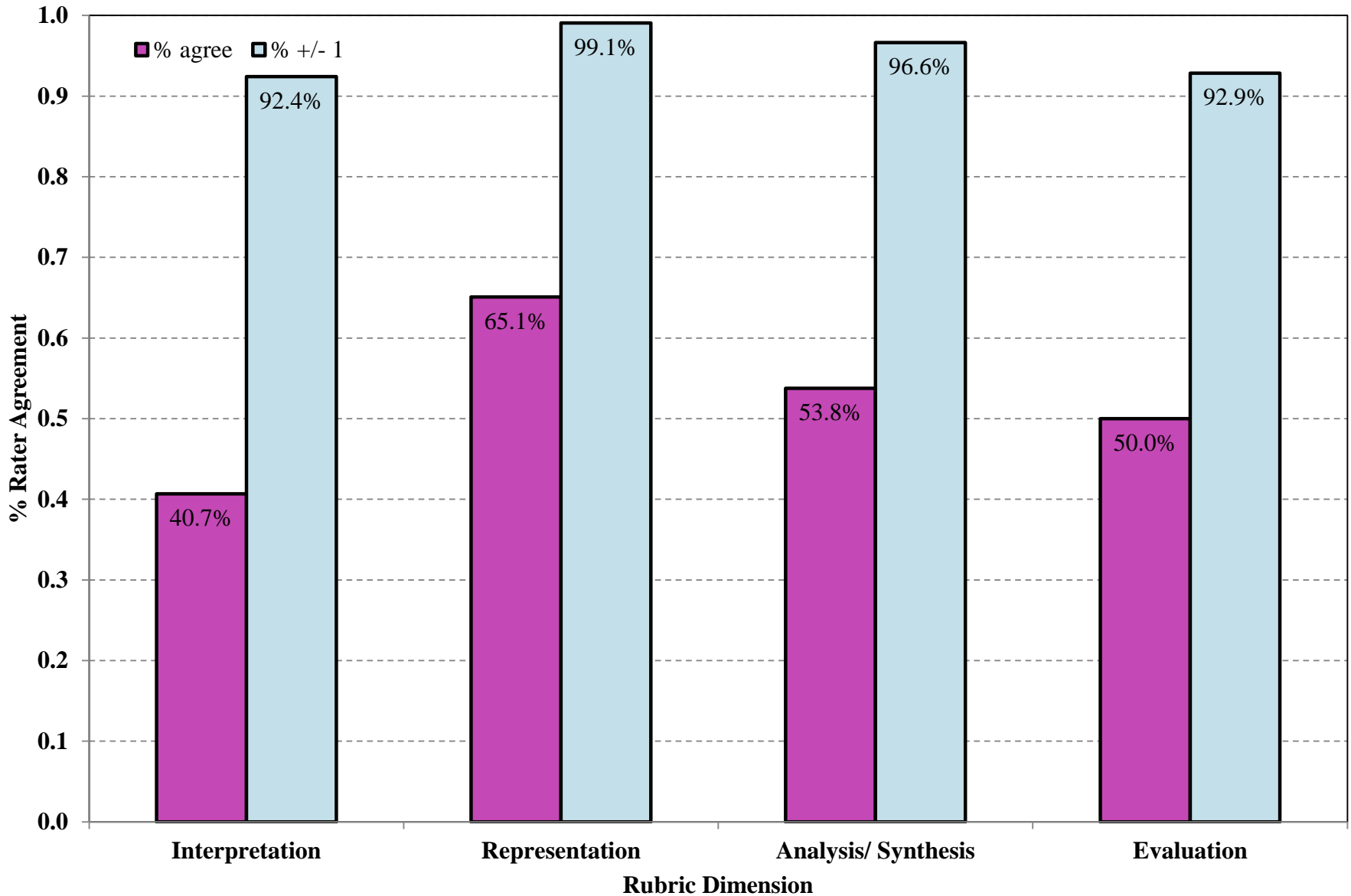
QR

QR Achievement Comparison by Rubric Dimension



QR

QR Inter-Rater Reliability by Rubric Dimension

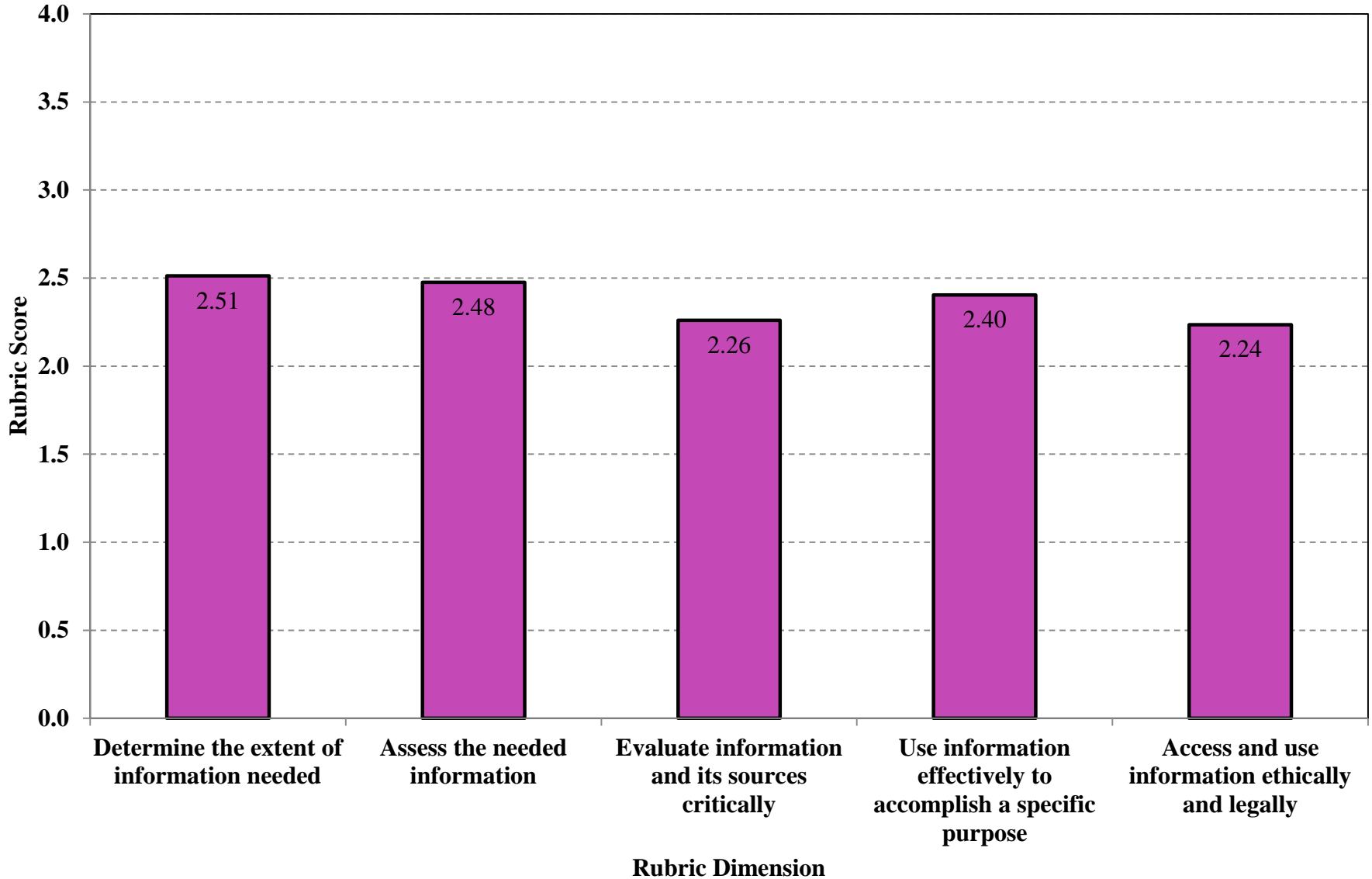


QR-Modified Quantitative Literacy Value Rubric

- * Overall response: Rubric is easy to use on assignments aligned with the competency.
- * Providing training on what constitutes quantitative reasoning.
- * Modifying rubric to include distinguishing among “analysis/synthesis” and “evaluation”.

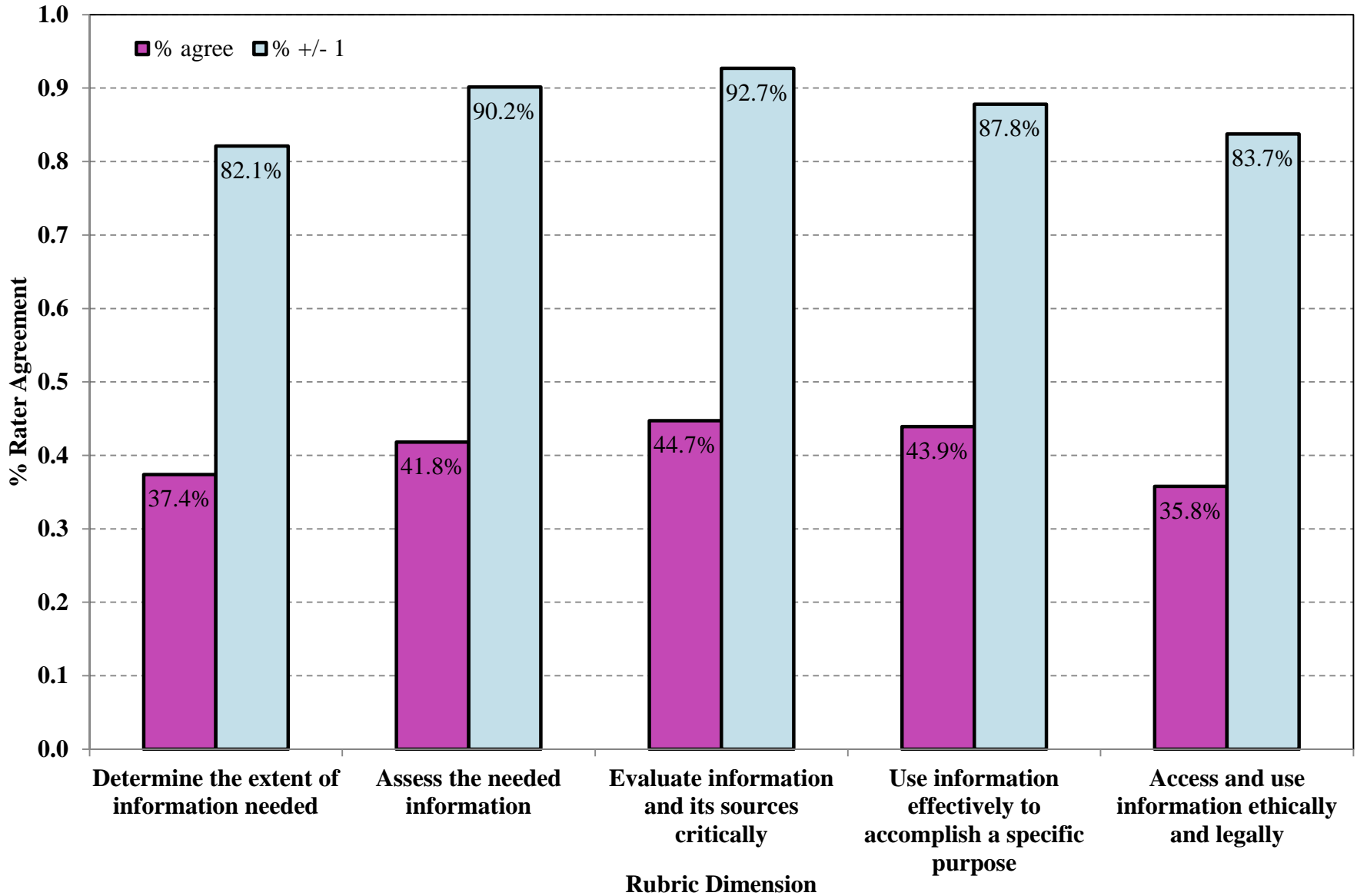
TIM

TIM Achievement Comparison by Rubric Dimension



TIM

TIM Inter-Rater Reliability by Rubric Dimension



TIM-Information Literacy Value Rubric

Overall response: Rubric is useful, but faculty need training on the concept of Information Literacy.

Trends in responses

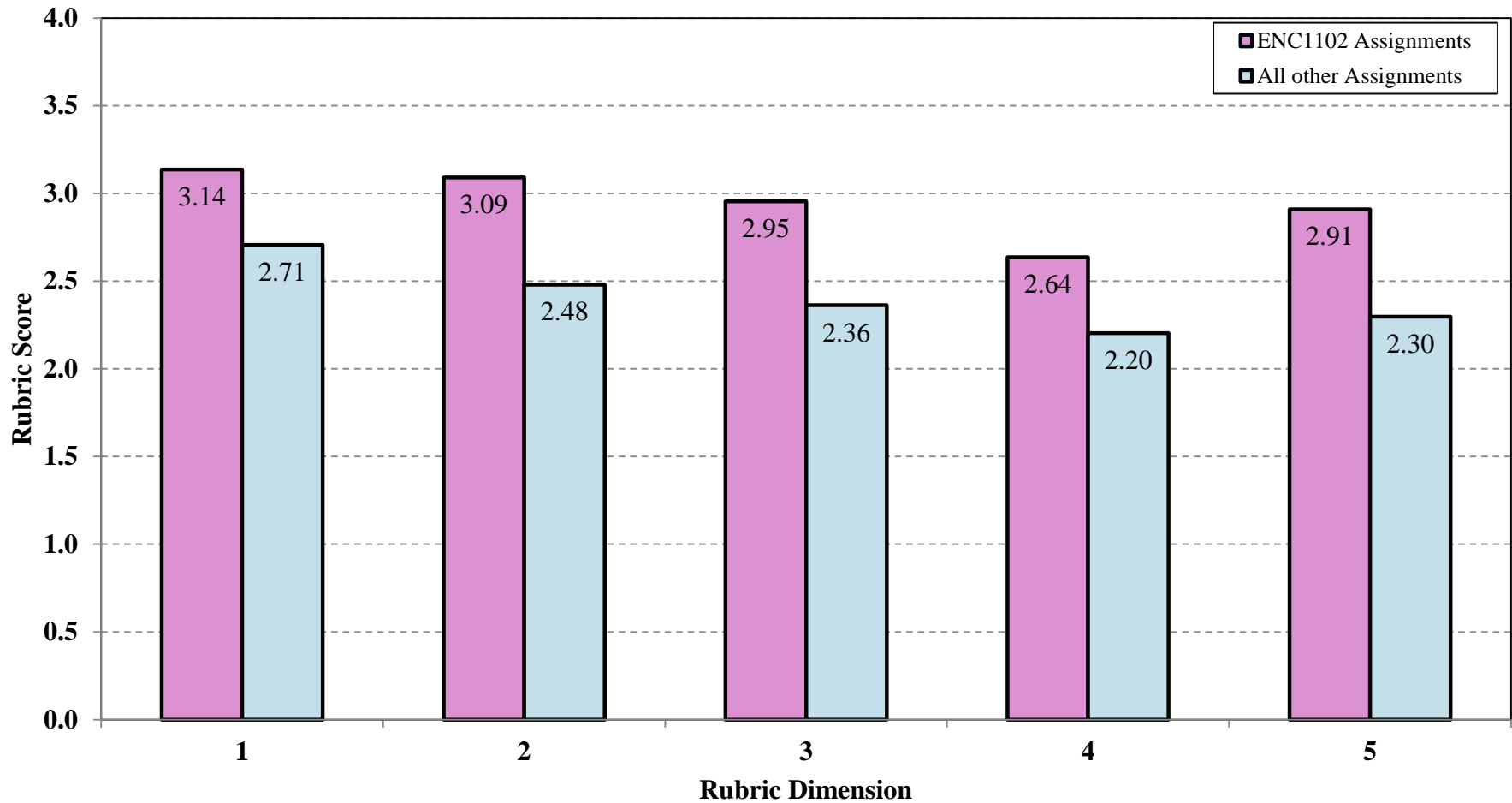
- * Aligning assignments with assessment tool: Definition of “Technology/Information Management” varies. Raters reported many assignments were non-scorable on rubric because there was no evidence of critical thinking.

Analysis Plan for the Summer

- * Achievement studies by:
 - * Discipline
 - * Course
 - * Sequence relative to other courses
- * Inter-rater reliability by:
 - * Assignment
 - * Course

Analysis Plan for the Summer

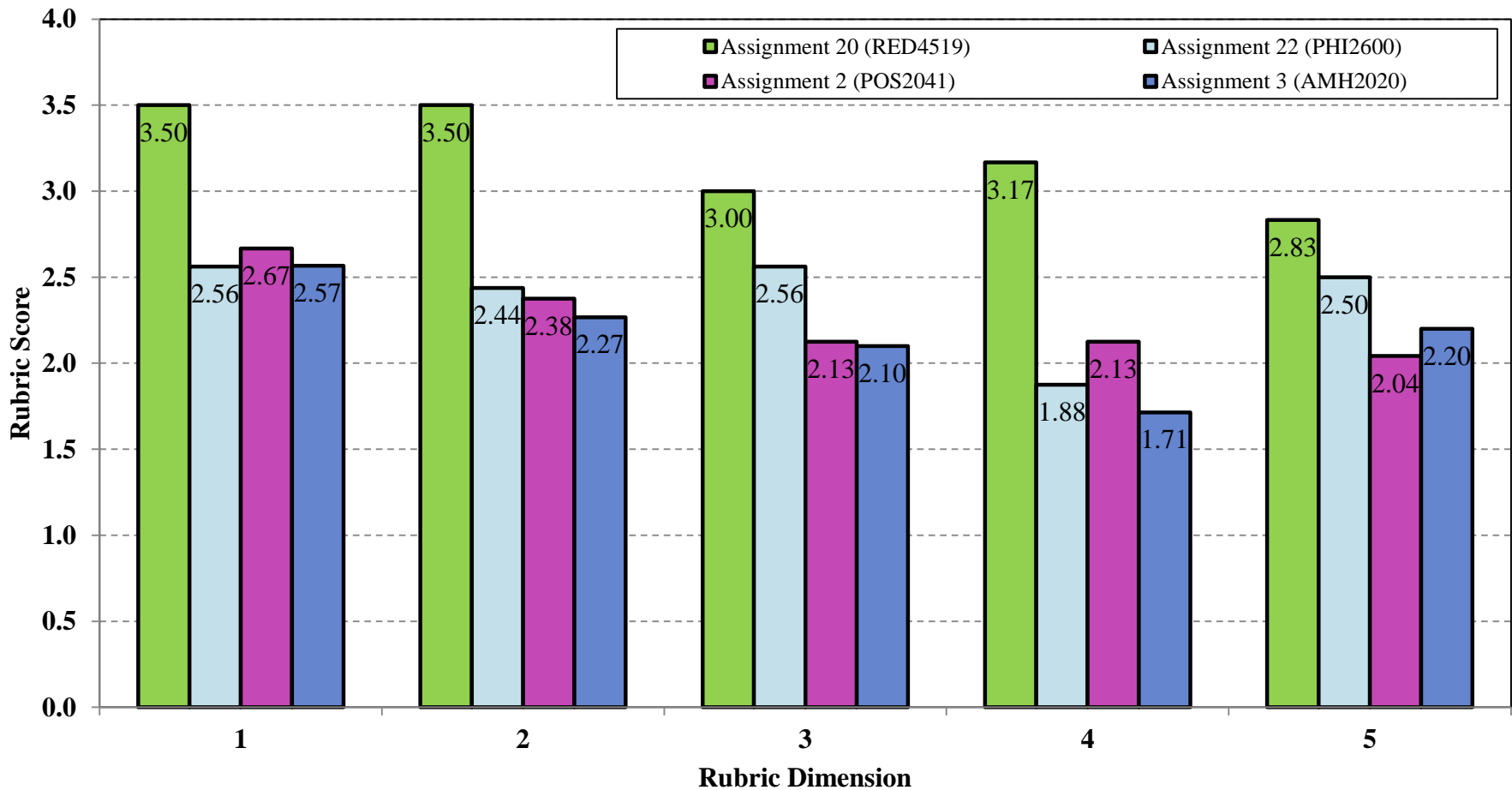
COM Achievement Comparison
ENC1102 vs. All other courses



Analysis Plan for the Summer

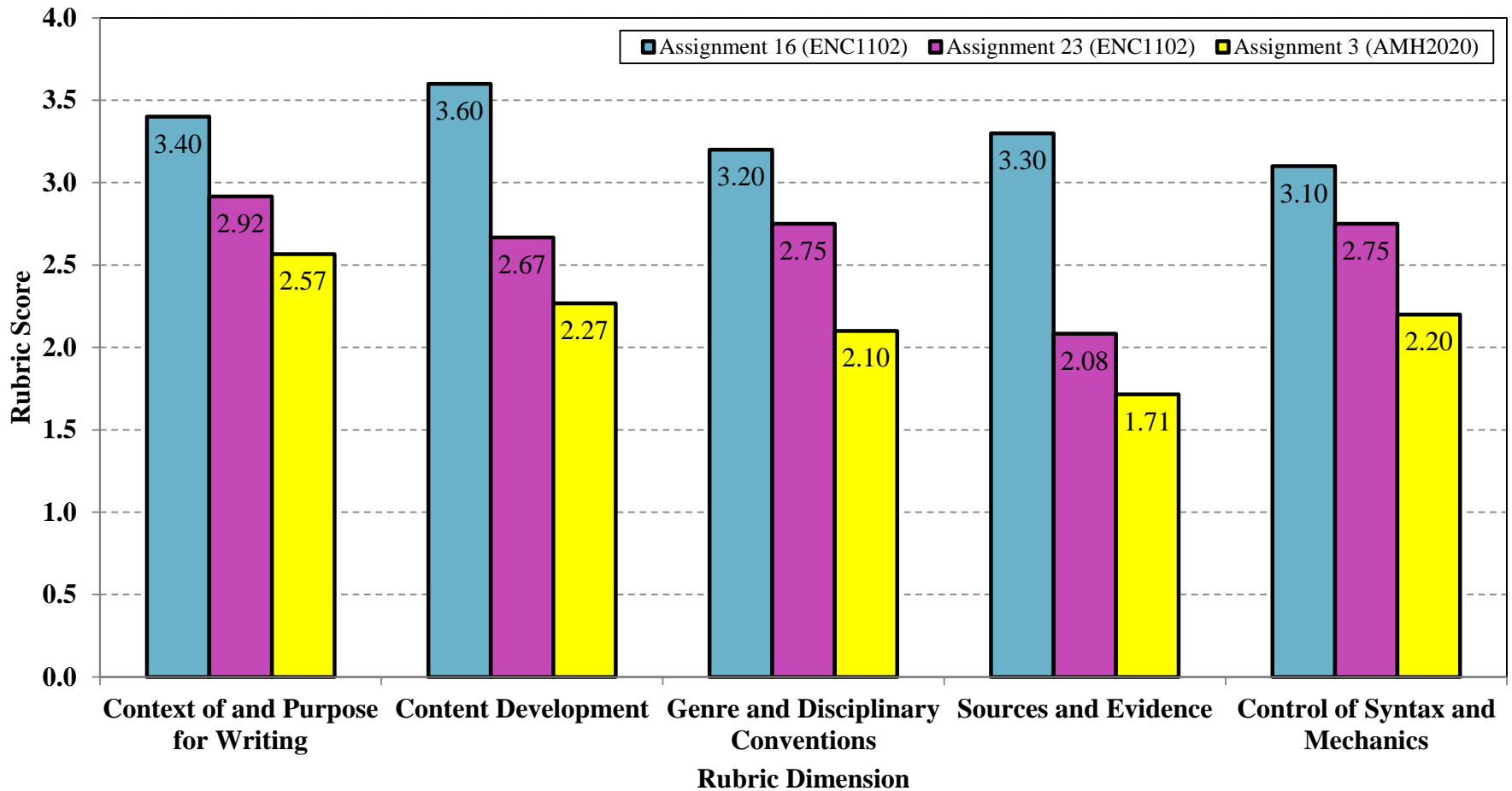
COM Achievement Comparison

ENC1102 Prerequisite: RED4519 vs. No ENC1101 or ENC1102 Prerequisite: PHI2600



Analysis Plan for the Summer

COM Achievement Comparison
ENC1102 vs. Writing Intensive Course (AMH2020)



AY 2015-16 Assessment Considerations

- * Which 1-2 competencies will be assessed?
- * What is the plan to finalize the rubrics before spring 2016 term using quantitative and qualitative feedback from the 2014-15 pilot?
- * Do we want to adopt the current artifact collection method?
- * What targets do we want to set in terms of number of submissions (by discipline)?
- * How do we share exemplar assignments?
- * What training/workshops do we want to offer about General Education competencies and assignment/assessment design?