



# General Education Assessment

AY 2015-2016 Review

Dr. Amy Trogan, Chair, Learning Assessment Committee  
Dr. Eileen DeLuca, Assoc. VP, Academic Affairs  
Dr. Joseph van Gaalen, Director, Academic Assessment

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# General Education Assessment *History*

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

**Summer 2014:** GEAS review commonly used General Education assessment tools (e.g. AAC&J Value Rubrics, ETS Proficiency Profile, etc.)

**End product:** 1) Adopted a faculty driven model measuring achievement through locally designed assignments and assessments; 2) Guidelines for 2014-2015 General Education Assessment & Assignment Template

**Fall 2014:** Implementation of General Education model

**End Product:** Collected **3,000+** artifacts in all **5** competencies from **62** volunteered assignments representing **20** disciplines

**Spring 2015:** Completed pilot study analysis of Fall 2014 data

**End Product:** 1) Recommendations for professional development in assignment guidelines (research writing) and protecting against plagiarism; 2) Identified competencies for future study

**Fall 2015:** 2<sup>nd</sup> year of GEAS-adopted GenEd Assessment model

**End Product:** Based on LAC conclusions, implemented assessment for COM and professional development for COM & QR

## Professional Development in Response to AY 2014-2015 Assessment Study

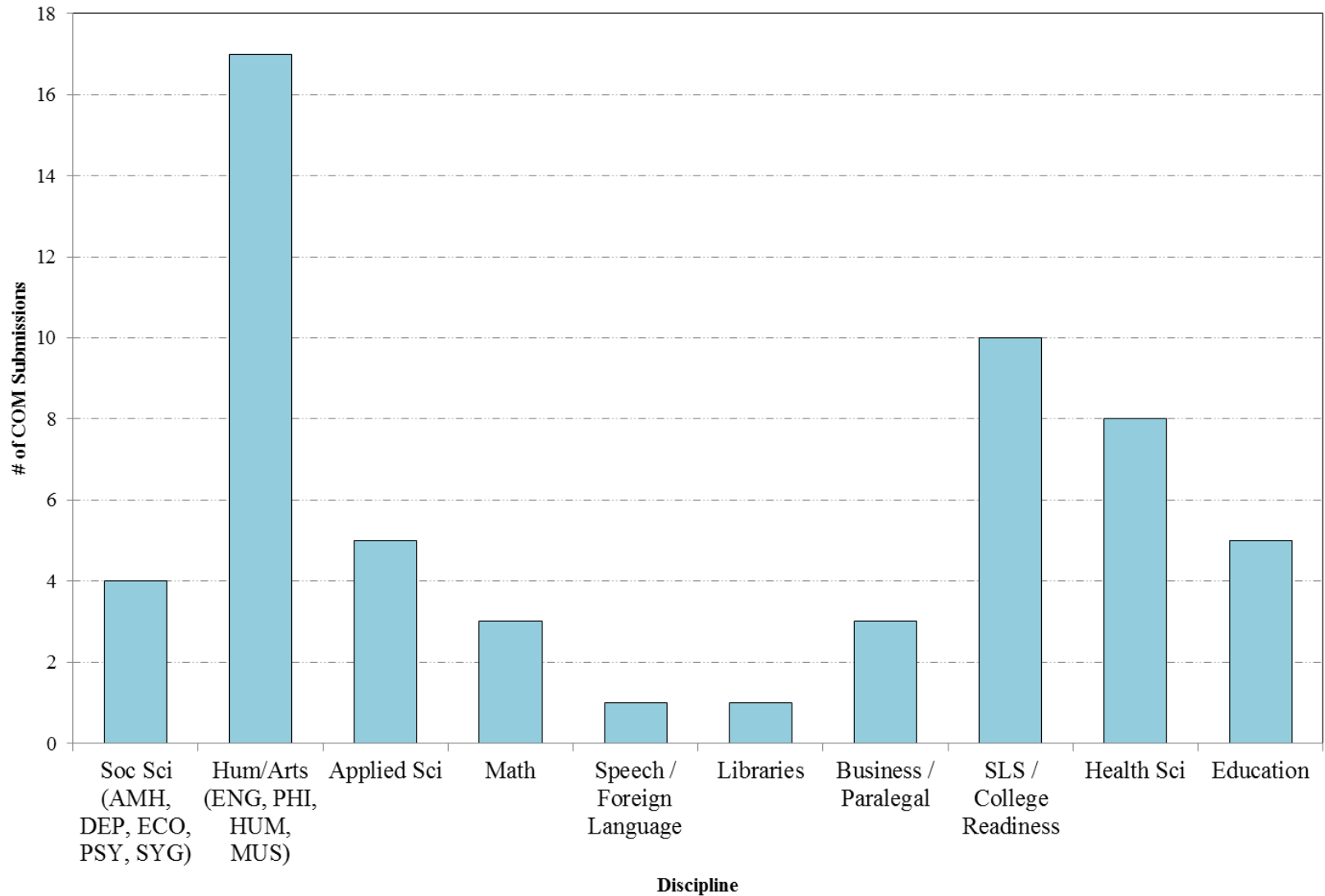
- ❑ *Assessment Workshop 101 – piloted and implemented*
  - Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca
- ❑ *Engendering "Truth-Seeking" Dispositions in General Education*
  - Jane Charles and Eileen DeLuca
- ❑ *Ciphering and Decoding: Quantitative Reasoning Can Be Fun!*
  - Kristi Moran
- ❑ *Developing Effective Research Assignment Guidelines*
  - Scott Ortolano, Cynthia Enslin, Amy Trogan, Arenthia Herren, Joseph van Gaalen
- ❑ *Quantitative Reasoning in Non-STEM and STEM Courses*
  - Don Ransford

- *To re-address the efficacy of the AAC&U Value Rubric for Written Communication as a measurement tool for FSW's General Education Curriculum ("C" in C-R-E-A-T-I-V-E under the provisional competencies)*
- *To address the efficacy of the AAC&U Value Rubric for Oral Communication as a measurement tool, also for "C."*
- *To measure achievement of the General Education competencies across disciplines.*

- 59 assignments volunteered by FSW faculty for assessment spanning 17 disciplines and encompassing 903 individual artifacts both written and oral.
- All college locations (Charlotte, Collier, Hendry-Glades, and Thomas Edison {Lee}) represented in the study as well as FSW Online and Offsite locations (dual enrollment).
- 12 volunteers serving in six scoring groups scored a sample of 290 artifacts (32% of total artifacts).
  - Fernando Mayoral, Barbara Miley, Anjali Misra, Colleen Moore, Katie Paschall, Donald Ransford, Eric Seelau, Amy Trogan, Melanie Ulrich, Richard Worch, Joseph van Gaalen, Eileen DeLuca

# General Education Assessment Generalities

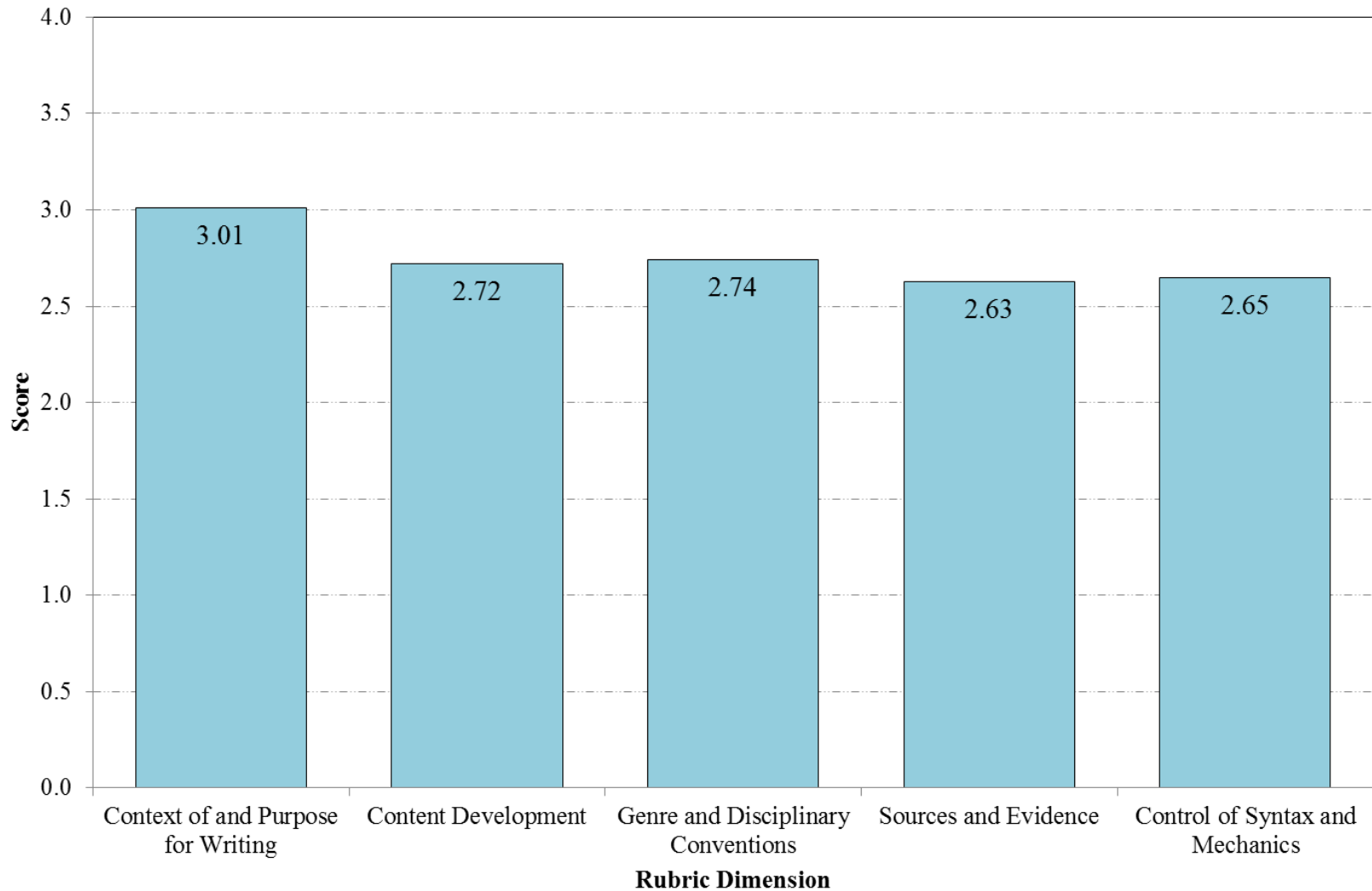
## General Education Volunteer COM Submissions (AY 2015-2016)



# Written Communication Value Rubric *Achievement*

**Written COM Achievement**  
**Mean Rubric Score by Dimension**

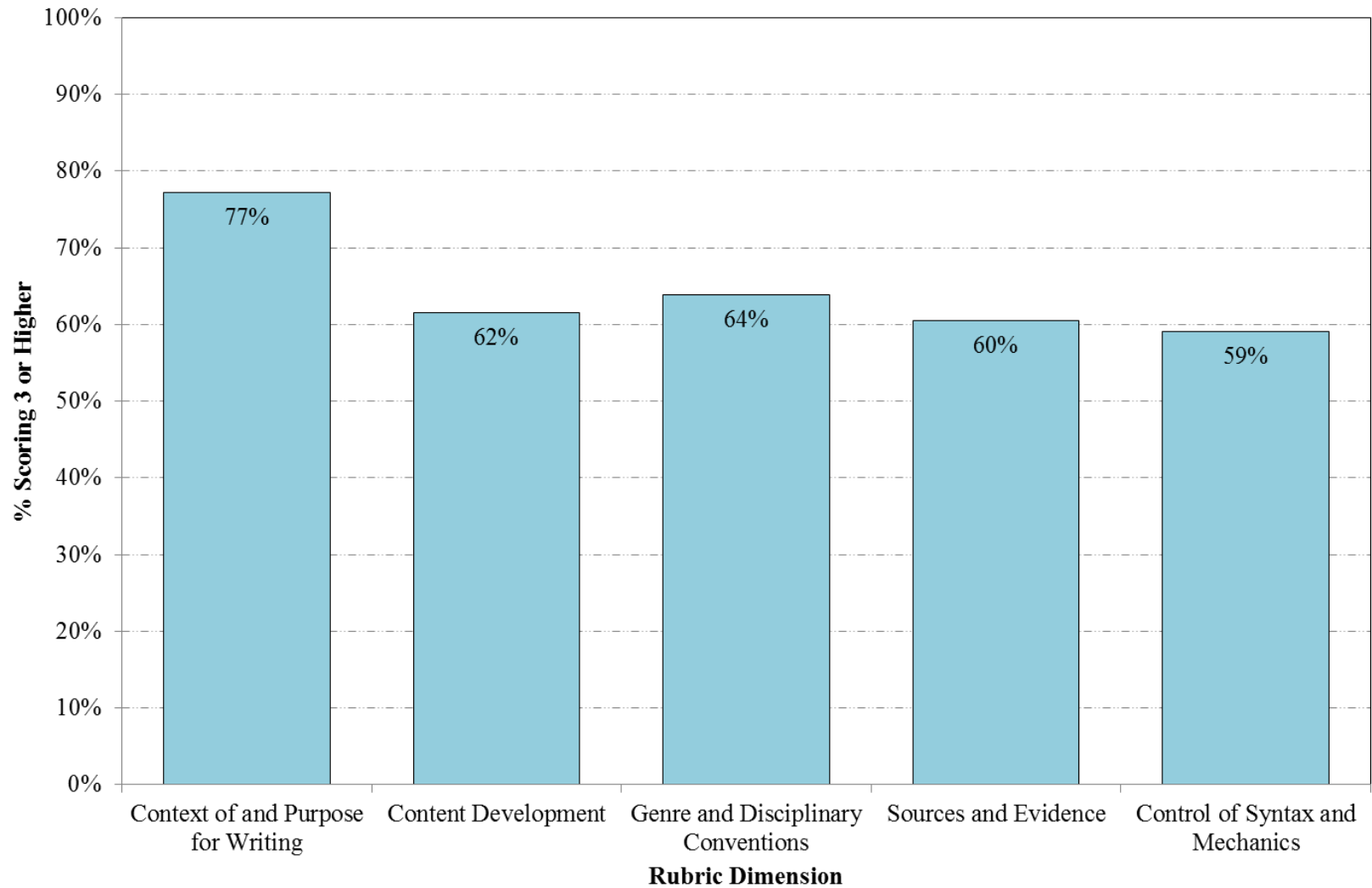
n = 252



# Written Communication Value Rubric *Achievement*

## Written COM Achievement % Scoring 3 or Greater by Dimension

n = 252

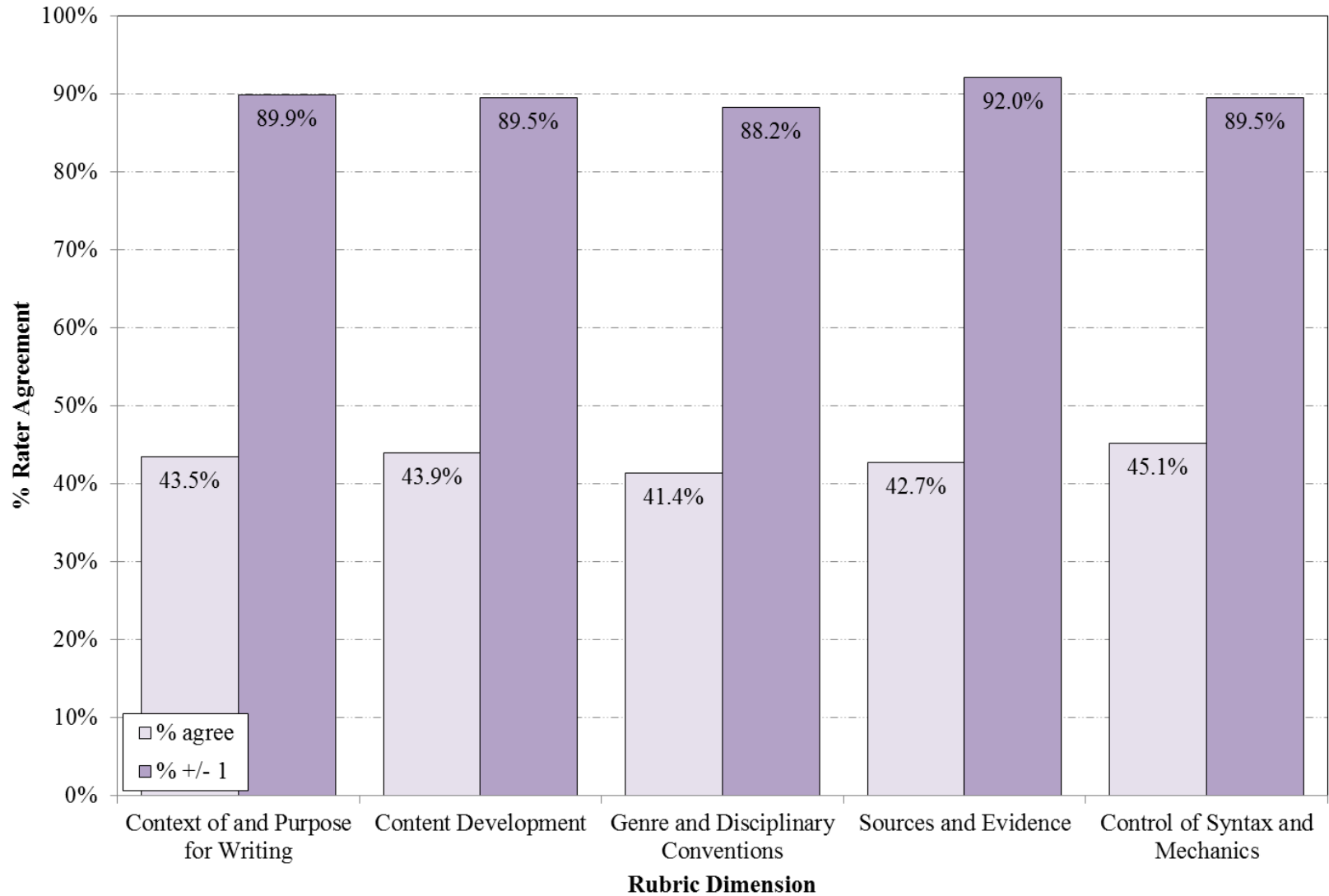




# Written Communication Value Rubric *Reliability*

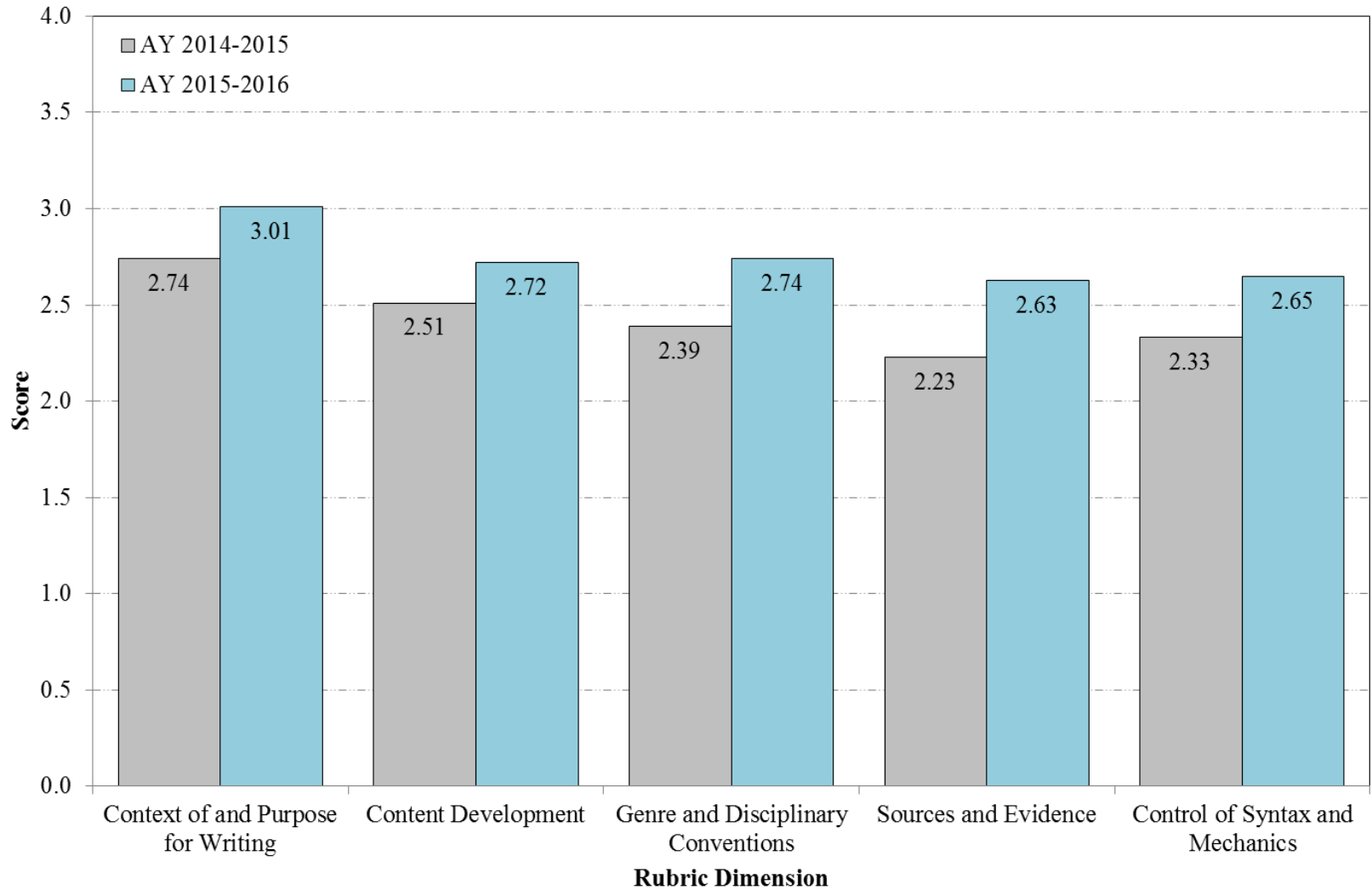
## Written COM Inter-rater Reliability by Rubric Dimension

n = 252



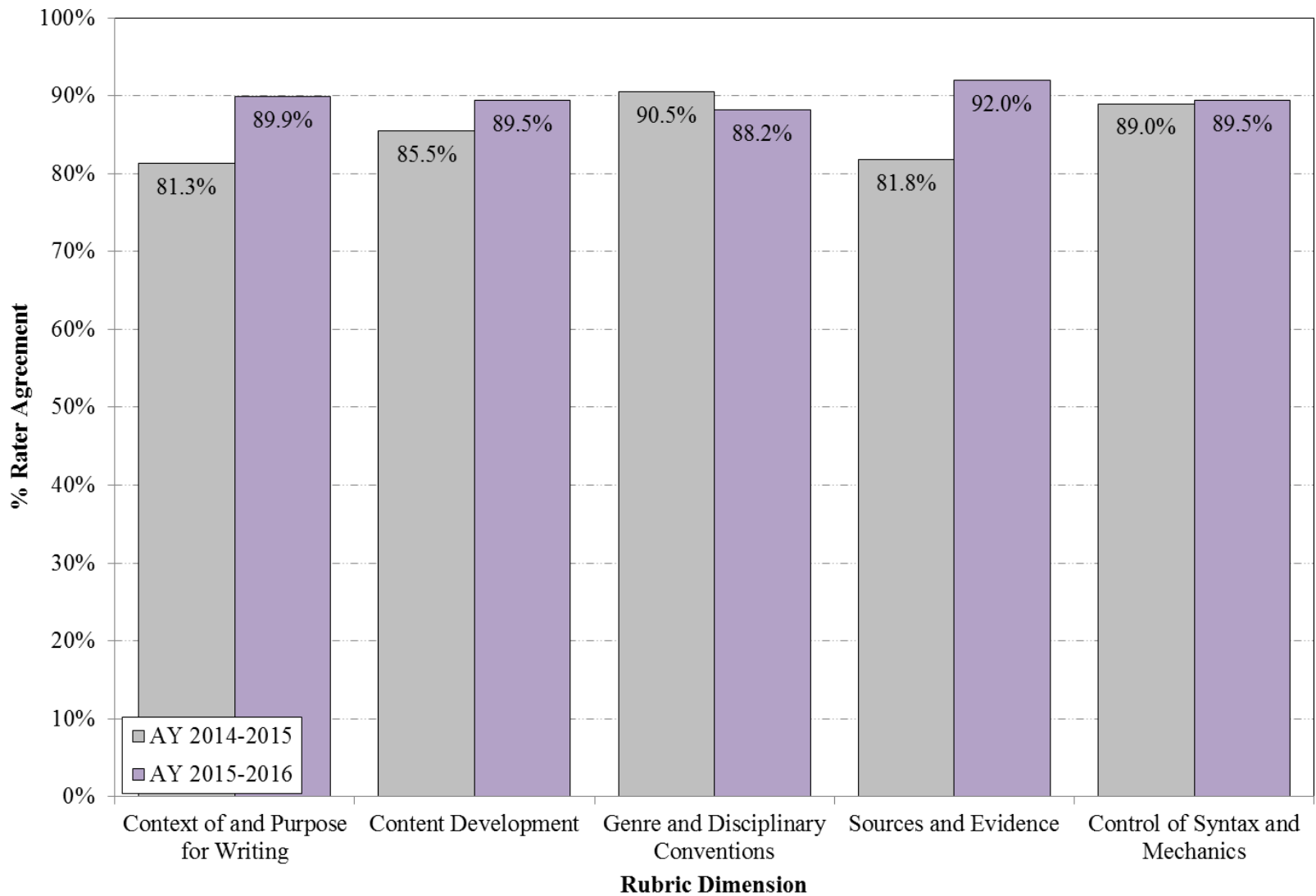
# Written Communication Achievement Perspective

## Written COM Achievement Over Time Mean Rubric Score by Dimension



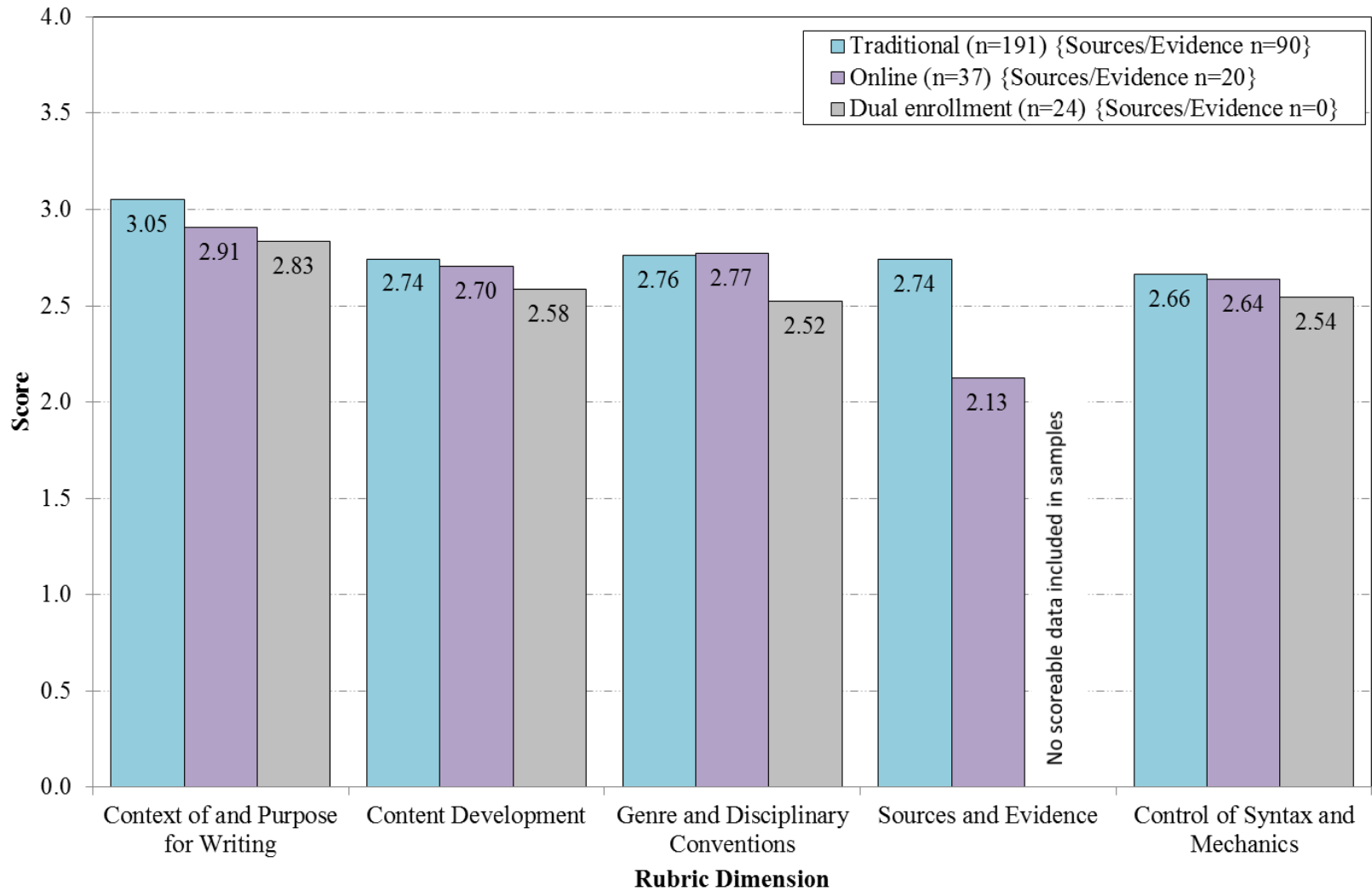
# Written Communication Reliability Perspective

## Written COM Inter-rater Reliability (+/- 1) by Rubric Dimension Over Time



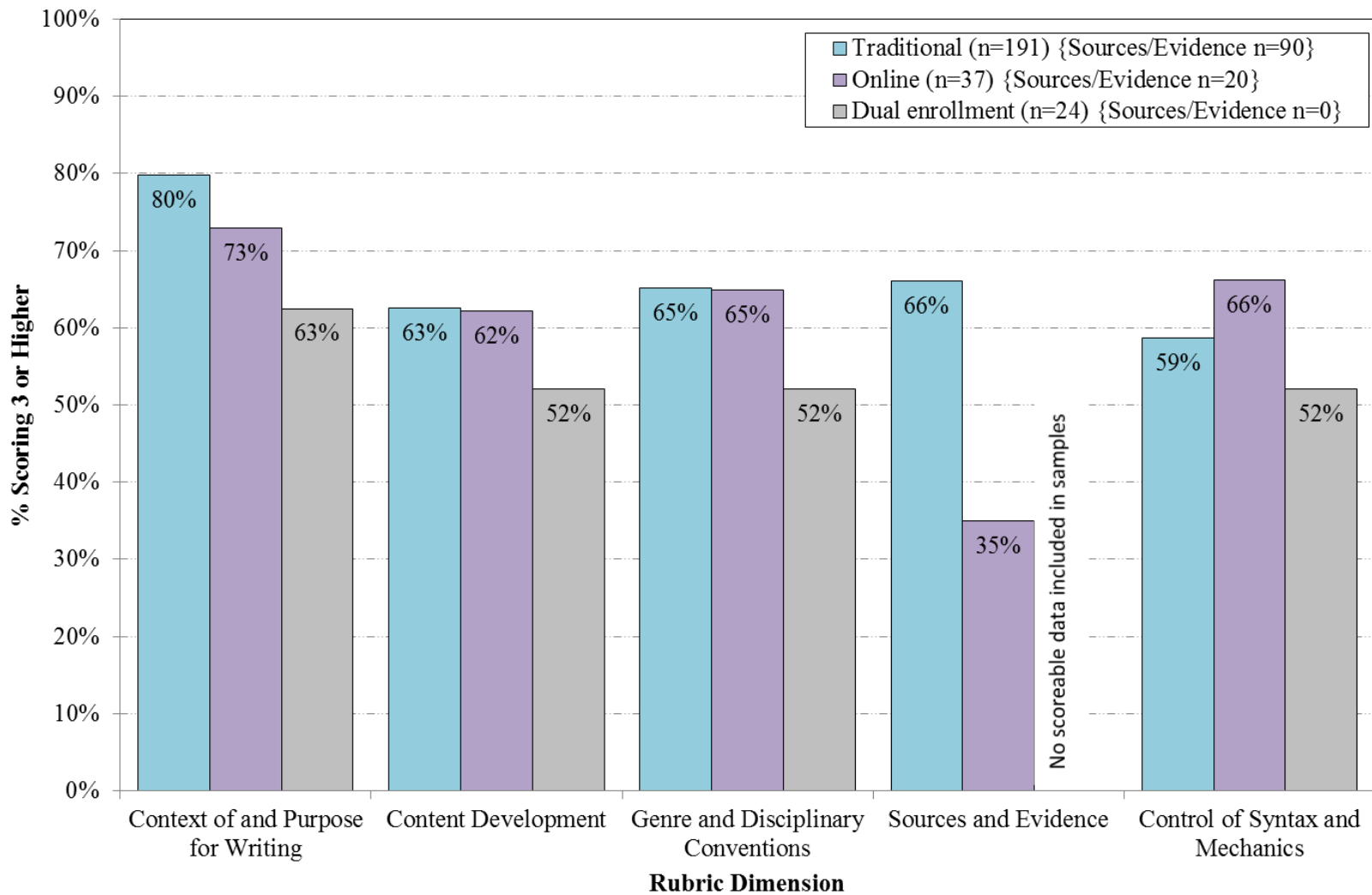
# Written Communication Achievement Comparisons

## Written COM Achievement by Modality Mean Rubric Score by Dimension



# Written Communication Achievement Comparisons

## Written COM Achievement by Modality % Scoring 3 or Greater by Dimension

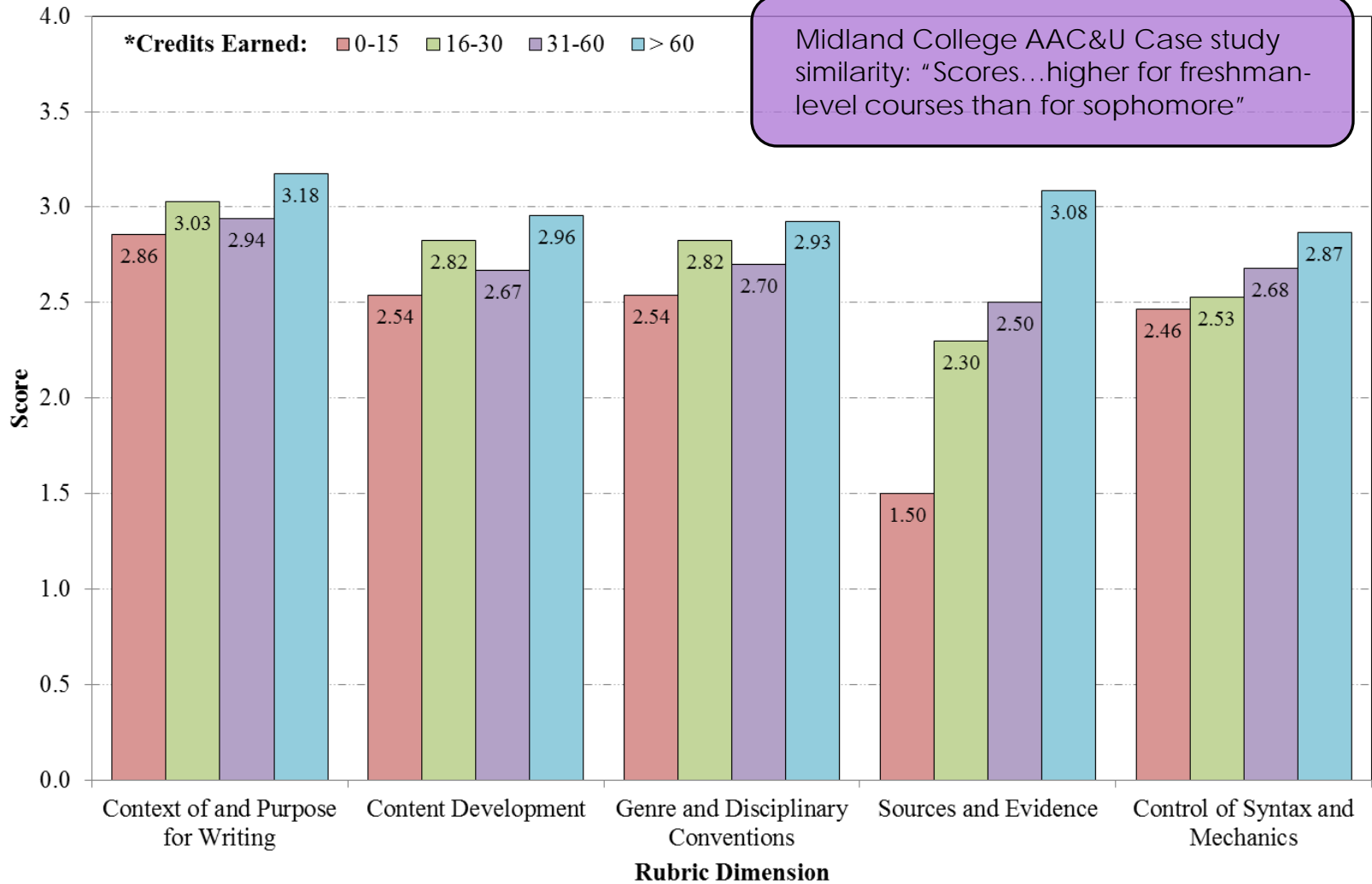


# Written Communication Achievement Comparisons

n = 114

## Written COM Achievement Mean Rubric Score Based on Credits Earned

\*Credits based on earned  
credits entering fall 2015 term

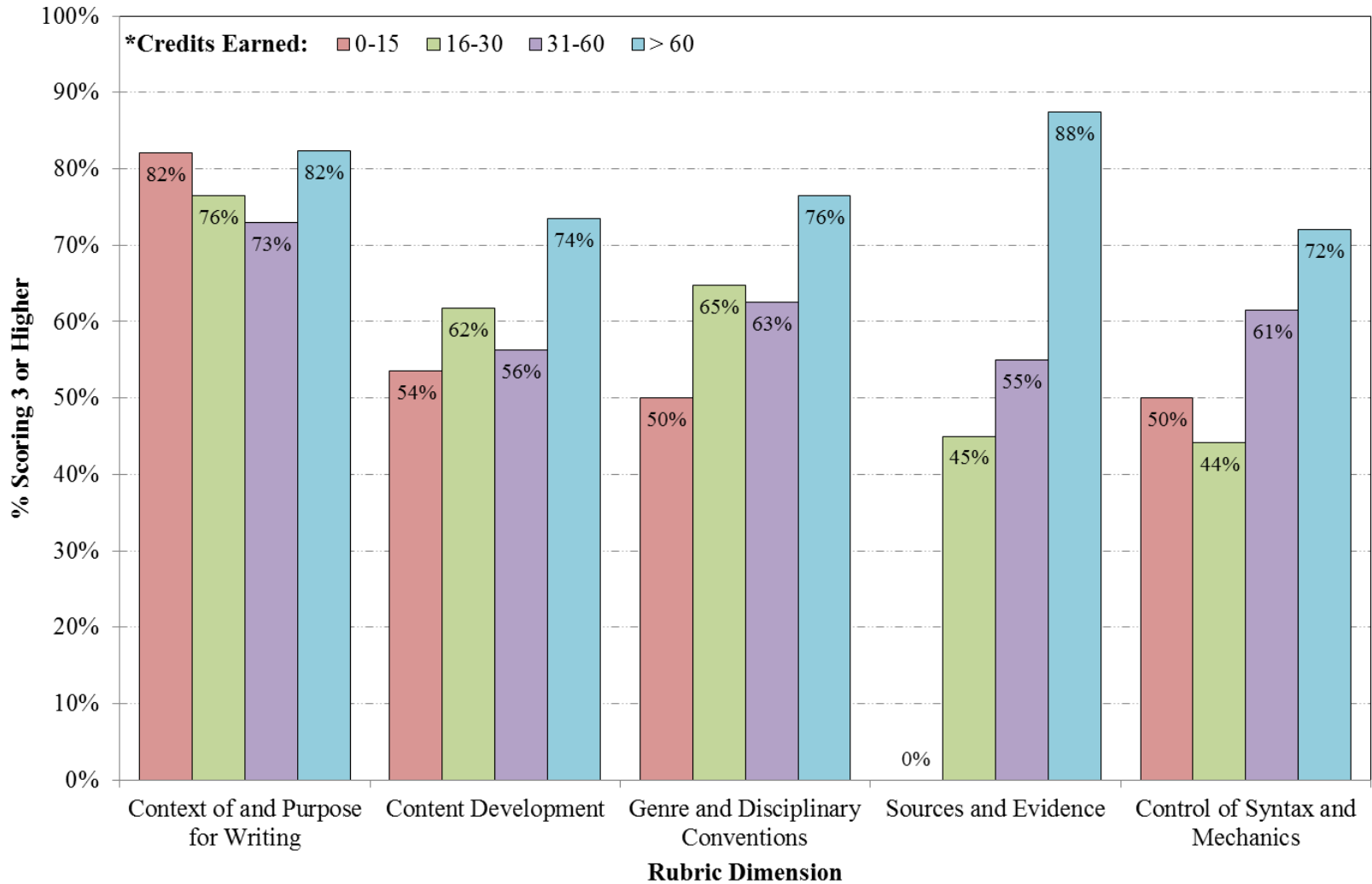


# Written Communication Achievement Comparisons

n = 114

\*Credits based on earned  
credits entering fall 2015 term

## Written COM Achievement % Scoring 3 or Higher Based on Credits Earned



## AY 2014-2015

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

## AY 2015-2016

Overall response: Rubric worked well; when interpretive problems occur, it is usually determining achievement at 2 or 3, as opposed to 4-3, or 2-1.

### Trends in responses

- ❖ Four of five dimensions apply to most artifacts (Sources & Evidence doesn't). Not all assignment guidelines provide clarity about source needs.
- ❖ Choosing "Control of Syntax and Mechanics" score: Tough to distinguish between "some and few."
- ❖ Best suited for traditional essay/term paper writing assignments
- ❖ Those which had clear instructions were score-able

Documented  
11% of artifacts  
plagiarized

### Brown Bag: Developing Effective Research Assignment Guidelines

11:00 AM to 12:30 PM | Lee: AA-177 (Polycom: Charlotte: O-118; Collier: M-201; HG: A-114)  
Hosted by Amy Trogan, Scott Ortolano, Cynthia Enslin, Arenthia Herren, and Robert Furler

Intended Audience: Faculty

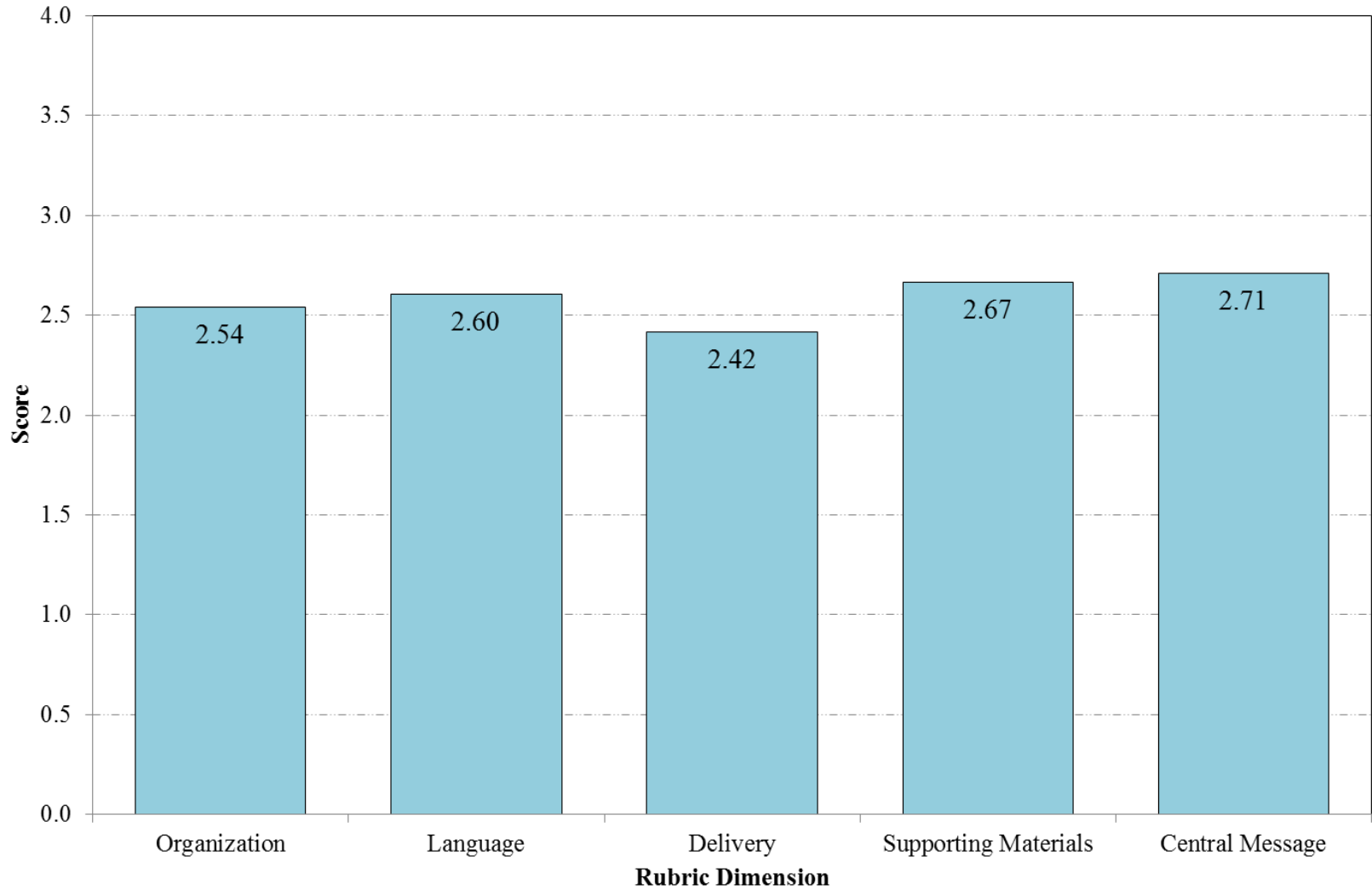
Friday, April 8th



# Oral Communication Value Rubric *Achievement*

**Oral COM Achievement**  
**Mean Rubric Score by Dimension**

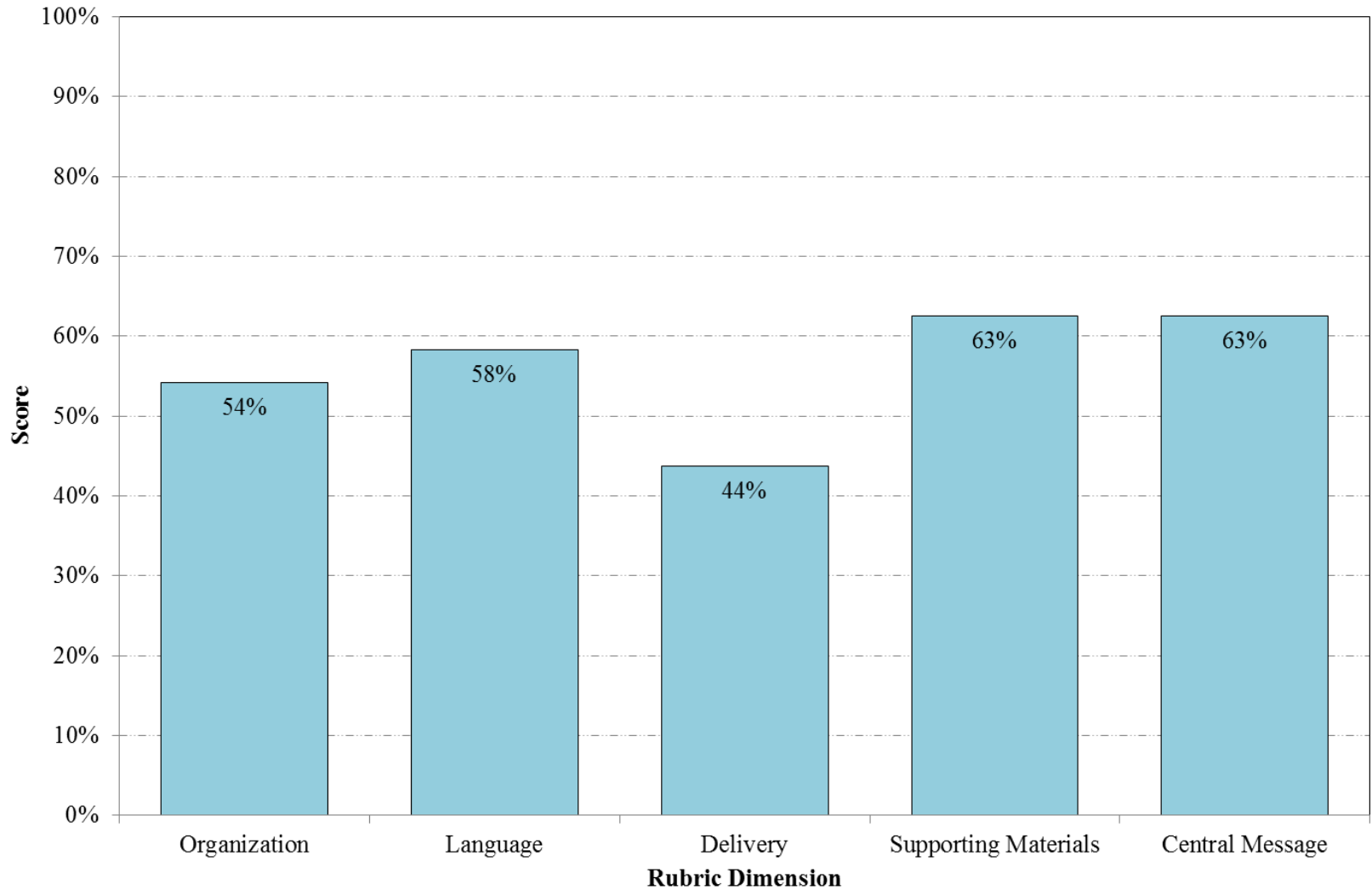
n = 24



# Oral Communication Value Rubric *Achievement*

**Oral COM Achievement**  
**% Scoring 3 or Greater by Dimension**

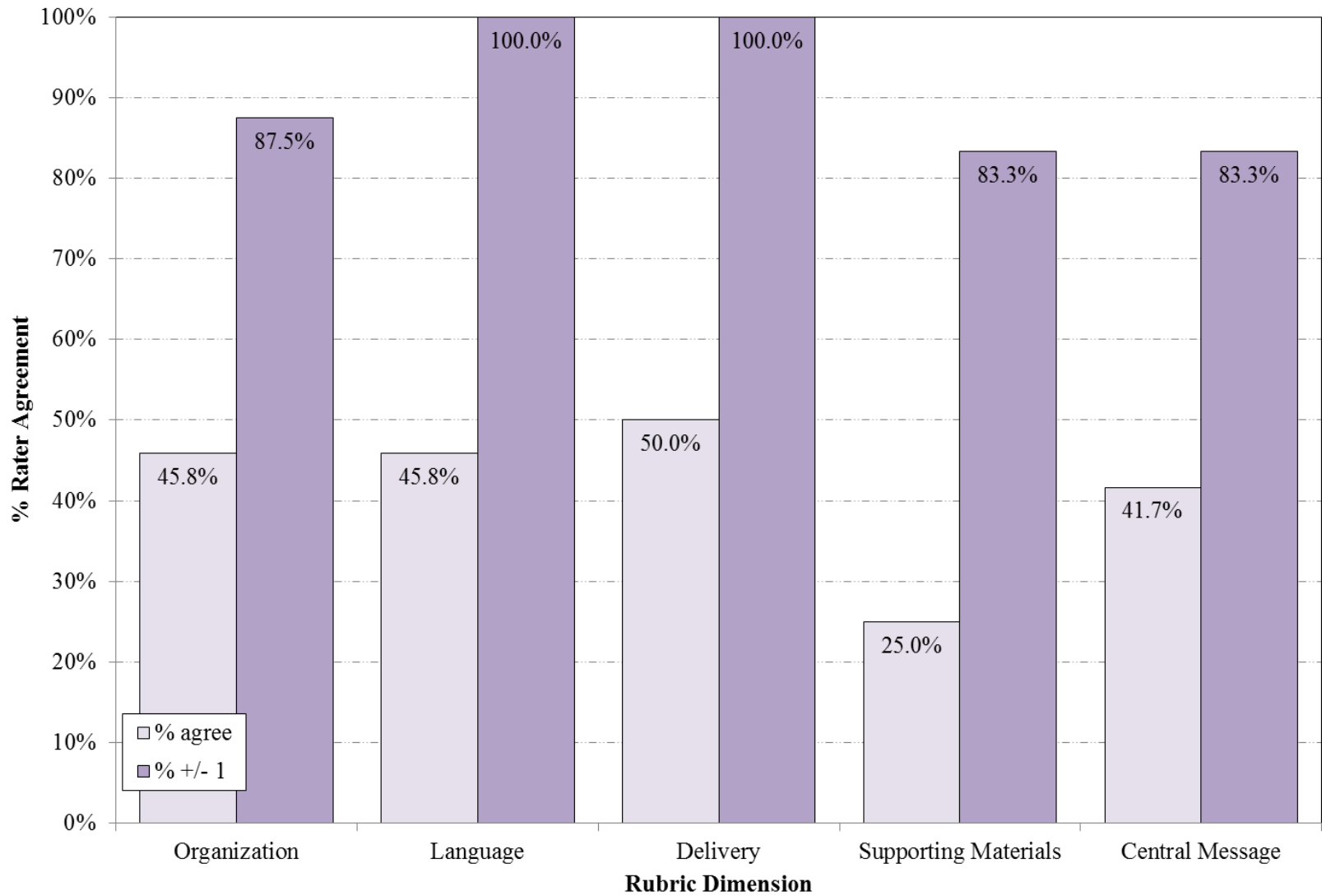
n = 24



# Oral Communication Value Rubric *Reliability*

## Oral COM Inter-rater Reliability by Rubric Dimension

n = 24



# AY 2015-2016

*Overall response: Clear differences for each criterion and achievement level made it easy and effective; works very well for classic speeches and presentations but can become problematic with voice-over type presentations*

- ❖ Dimension achievement levels much clearer than Written Communication AAC&U Value Rubric (simplicity in this case works)
- ❖ Rubric works well if utilized appropriately for the course. A communications course presentation as opposed to a course that is using a presentation as a means to addressing a topic may require use of only components of the rubric (e.g. if delivery is not an area of focus in the classroom it should not be scored unless content issues or some other area is what is hindering delivery).
  - ❖ “Not every presentation is going to be as concerned with supporting materials or delivery.”

# AY 2015-2016 Considerations

1. *What will AY 2016-2017 focus be? (COM, CT, GSR, QR, TIM)*
2. *What professional development plans (and continuations) for AY 2016-2017?*
  - A. *Avoiding plagiarism?*
  - B. *Assignment/assessment guidelines?*
  - C. *Outreach to dual enrollment instructors?*