

Introducing the AY 2015-2016 Learning Assessment Chair, Dr. Amy Trogan

As the newly-elected Learning Assessment Committee Chair, I am honored to serve FSW and its faculty as we continue our commitment to robust assessment. My desire is to promote and support the growth of meaningful and authentic assessment.

To me, meaningful assessment is not separate from our primary responsibility to provide quality curriculum and instruction. Authentic assessment is an integral part of that process. A couple of years ago, I had the opportunity to attend the national SACS conference, and I attended a remarkable training, which presented the fundamentals of assessment. One of the facilitators, an assessment director, recalled one of those dreaded phone calls to a department chair asking the status of her department’s assessment plans. The chair regretfully said, “I hate to tell you this, but we had to abandon our assessment plans. We received student feedback on our capstone course and have focused on implementing the suggested changes into the program.” The assessment director responded, “Wonderful! Then, you have been focused on assessment.” Confused, the chair replied, “No, I just said that we did not do assessment. Too busy improving the capstone course with student feedback. Sorry.” You get the picture – the assessment director spent the rest of the conversation explaining that the department WAS engaged in course level assessment.

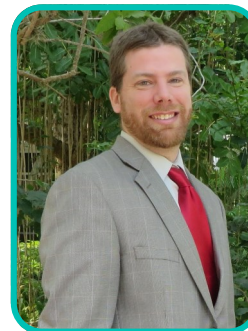
It is likely that most of us have this mindset. Assessment is considered a separate procedure from our main motivation, the classroom experience. It is something we must do to check off on our “to do” list, and many are unsure as to why the task must be completed in the first place. This does not need to be the case. We can develop assessment plans that are an authentic and natural part of each department’s curriculum and instruction. If assessment is put in a separate box to be dealt with after the important work is finished, then we are not performing meaningful assessment. When a department develops a plan that informs what instructors do in the classroom, assessment becomes relevant and even painless. Fortunately, the Learning Assessment Committee, comprised of the department assessment coordinators, has an incredible support system: the assessment team of Dr. Eileen DeLuca, Dr. Joseph van Gaalen, and Allison Studer. As a team, we are committed to assisting FSW faculty grow as purposeful assessment practitioners.



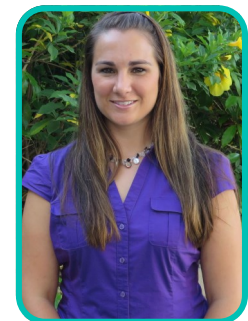
Dr. Amy Trogan
Chair, Learning
Assessment Committee,
and English Professor



Dr. Eileen DeLuca
Associate Vice
President, Academic Affairs



Dr. Joseph van Gaalen
Director of Academic
Assessment



Allison Studer
Assessment Analyst

General Education Assessment

Florida SouthWestern State College initiated a revised assessment of the General Education Program beginning in the 2014-2015 academic year. This process provided the baseline data for the continuous improvement cycle in the academic unit.

The General Education Assessment Subcommittee of the Learning Assessment Committee reviewed several commonly-used assessment processes and supports the following approach, based on the Association of American Colleges and Universities (AAC&U) Value Rubric implementation model. This is a faculty-driven model which involves measuring achievement of General Education Competencies through locally-designed assignments and assessments. In order to encourage college-wide representation, participating faculty will be credited with College Service.

Opportunities to Participate:

Based on a review of the 2014-2015 General Education assessment pilot, the Learning Assessment Committee identified “Communication” as the focus for AY 2015-2016. We are asking all full-time and adjunct faculty to submit artifacts (**either from new or existing assignments**) that, in their opinion, represents attainment of the “Communication” General Education Competency. Any assignment—from short-answer quizzes, to essays, projects, or videotaped presentations—will be acceptable.

We ask that faculty send in their assignment guidelines to their Departmental Assessment Coordinators by **Friday, October 23**, to give the Learning Assessment Committee time to review them, create a program map, and ensure all disciplines are represented. Faculty will then submit all the ungraded artifacts with student IDs only (no names) from the selected class sections to the Assessment Coordinators at the end of fall semester. Faculty who submit assignments and artifacts will receive a certificate for **College Service**.

Your assistance in this assessment project is most appreciated!

Support for General Education Assessment and course-level assessment is provided by:

[Dr. Joseph van Gaalen](#), *Director of Academic Assessment*

[Allison Studer](#), *Assessment Analyst*

COM

CT

GSR

QR

TIM

References

Braselton, M. “Using AAC&U Value Rubrics.” Case Study: Midland College. <https://www.aacu.org/VALUE/casestudies/midland.pdf>

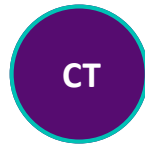
Rhodes, T. & Finley, A. (2013) “Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment.” AAC & U.

General Education Assessment Feature



Professor: Michael J. Engdahl, DBA

Class: MAN 3303 Leadership and Management Practices



**Dr. Michael Engdahl
Business Professor**

The purpose and scope of the leadership research paper is to provide students an opportunity to analyze their personal developmental needs, skills, strengths, and weaknesses as a leader via the development of an individual leadership development plan (IDP). This research format will allow the students to address their leadership needs in their own situation, span of control, level in the hierarchy, or their own personal growth needs. Completing the assignment will help the students to gain a better understanding of their current management or supervisory knowledge, skills, and abilities, so that they will be able to become better leaders and more marketable in their desired industry.

Comparing and contrasting leadership styles is a small section example of the student's overall research paper. The research paper allows the student to develop their needs while addressing both the required course learning outcomes and critical General Education Competencies which include both COM and CT.

Leadership Styles Assignment

Which leadership styles match your personality and industry? Compare and contrast the effectiveness of three leadership styles. Tie this in with both your developmental needs mentioned in your own introduction of phase 1 and within chapters 3 – 5 of the textbook. Minimum References 4, written work requires 2-3 pages.

Learning Outcome 1

Compare and contrast leadership styles to decide on appropriate situational leadership.

| Exceeds Expectations | Meets Expectations | Does Not Meet Expectations | Total Points |
|----------------------|--------------------|----------------------------|--------------|
| 5 Points | 3 Points | 0 Points | 5 Points |

According to Job Outlook 2015 (as cited in the National Association of College and Employers press release, 2014), the skills and qualities employers want in a new college graduate hires include: leadership skills 77.8%; written communication skills 73.4%; and problem-solving skills/ critical thinking skills 70.9% (NACE, 2014). These are part of the top four items listed in the report. This report supports the rationale for the importance of this writing assignment as a usable artifact and student development tool.

Reference

NACE (2014). "The skills/qualities employers want in new college graduate hires." Retrieved from <http://www.nacweb.org/about-us/press/class-2015-skills-qualities-employers-want.aspx>

Course-Level Assessment Plan

AY2015-2016 Course-Level Assessment Plan

For Academic Year 2015-2016, the Office of Academic Assessment will provide support to faculty to develop assessment tools, administer assessments, collect data, and analyze results for

- Courses that are offered in all three modalities (campus-based, online, and dual enrollment)
- SB 1720 Courses (MAT 0057, ENC 0022, REA 0019)
- The QEP course (SLS 1515)
- Other courses identified to rotate through the course-level cycle.

The courses listed will be assessed with goals, results, and use of results entered into Compliance Assist.

AY2015-2016 Course-Level Assessment

| Social Sciences | Humanities/Fine Arts |
|------------------------------|----------------------|
| AMH 2010 | HUM 2211 |
| AMH 2020 | HUM 2235 |
| PSY 2012 | HUM 2250 |
| DEP 2004 | PHI 2010 |
| ECO 2013 | PHI 2103 |
| POS 2041 | PHI 2600 |
| | REL 2300 |
| Science | Education |
| BSC 1010-1010L | EDF 2005 |
| BSC 1011-1011L | EDF 2085 |
| BSC 1050C-1051C | EME 2040 |
| Speech and Foreign Languages | Mathematics |
| FRE 1120 | MAC 1105 |
| FRE 1121 | MAC 1114 |
| SPC 1017 | MAC 1140 |
| SPC 2608 | MAT 0057 |
| SPN 1120 | MAT 1033 |
| SPN 1121 | |
| Academic Success | Health Professions |
| SLS 1515 | HUS 1400 |
| REA 0019 | CVT 2842 |
| EAP 1640 | NUR 4827-4827L |
| Business and Technology | English |
| GEB 1011 | ENC 0022 |
| CGS 1000 | ENC 1101 |
| CGS 1100 | ENC 1102 |
| MAN 2021 | |

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LAC Member Profile



Dr. Eric Seelau
Psychology Professor

Allow me to introduce myself as the new Assessment Coordinator for the Social Sciences. I am a psychologist by training, but I am not a therapist. So if you've got personal issues, I can't help you. But if you've got assessment issues, I'm your man.

I have served on the college's Learning Assessment Committee since coming to FSW three years ago, and I had been a psychology department assessment chair for many years at a previous institution. My research interests have always been applied – in particular how psychology applies to the legal system. I have published research on eyewitness memory, perceptions of rape, and perceptions of same-sex domestic violence.

As you can see, my interests are "problem-focused," and in my view the work we do in assessment is much the same. To me, the purpose of the Learning Assessment Committee at FSW is to help faculty make certain that what we are doing is working. If things aren't working, do the changes we make get us closer to reaching our goals for a course or a program? We need to have evidence either way before we can take the next step.

I look forward to working with you as the new Assessment Coordinator for the Social Sciences.