

# Academic Assessment Newsletter

April 2017

## Message from the Outgoing Chair



Amy Trogan  
LAC Chair

When I was studying Educational Philosophy in graduate school, one of my favorite theorists was John Dewey because he focused on the importance of reflection during the learning process. Certainly, assessment is meaningless if we do not stop and think about we learned from the data we collected. As I approach the end of my term as LAC chair, it seems natural to contemplate and, dare I say, assess the experience. Essentially, I will remember this part of my career with gratitude. Fortuitously, Dr. Eileen DeLuca has been the administrator at the helm of this team. She has been a consistent source of encouragement and guidance. She is also the best problem-solver that I have ever encountered, and I capitalized on that skill quite a few times. I owe a tremendous debt to the Office of Academic Assessment. I had the great fortune of beginning my tenure as LAC Chair when Dr. Joseph van Gaalen became Director of Assessment. I still enjoy being a student, and I appreciate everything I have learned by working with him. Our Academic Assessment Analyst, Allison Studer, has made the department a perfect team. Also, I am grateful to the members of the Learning Assessment Committee. It has been an incredible experience to know that each one of you will bring your best to the table, and I am proud of what we have achieved. You are diligent and committed colleagues, and it has been an honor to work alongside you. Lastly, I want to thank the FSW community. I appreciate the trust you have had in me to serve our institution in this capacity. Thank you for an immeasurable gift.

## LAC Member Profile



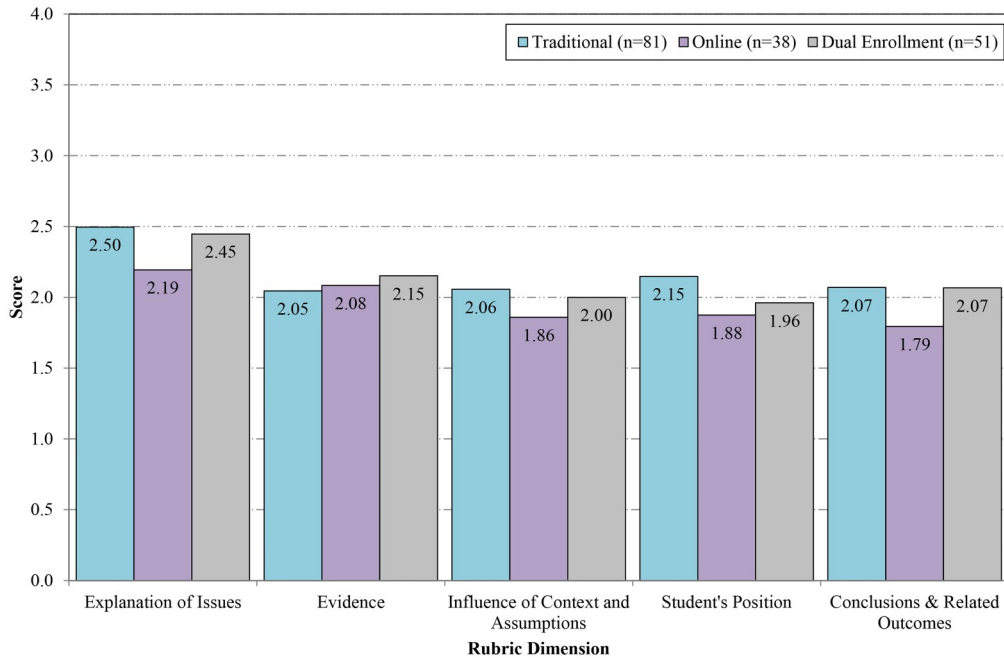
Dr. Erik Fay  
Professor, Biological Sciences

Dr. Erik Fay is a native Floridian who grew up in Clermont, Florida. After attending medical school in Southern California, Erik decided to pursue a teaching career in the field of biology. After teaching in California for a few years, he made the coast switch again with his family and began working at Florida SouthWestern State College. Erik was interested in the student population academic statistics and outcomes from different courses, so he joined the Learning Assessment Committee to gain a better understanding of assessment and become more involved with the college.

When he is not helping to educate the students at Florida Southwestern State College, he and his family are avid fitness and beach enthusiasts. You can often find them training or taking advantage of the awesome beaches in Southwest Florida. His son, a 20-month behemoth, loves working out as much as his parents do. Clearly, Erik has enjoyed returning to his Florida roots and lifestyle.

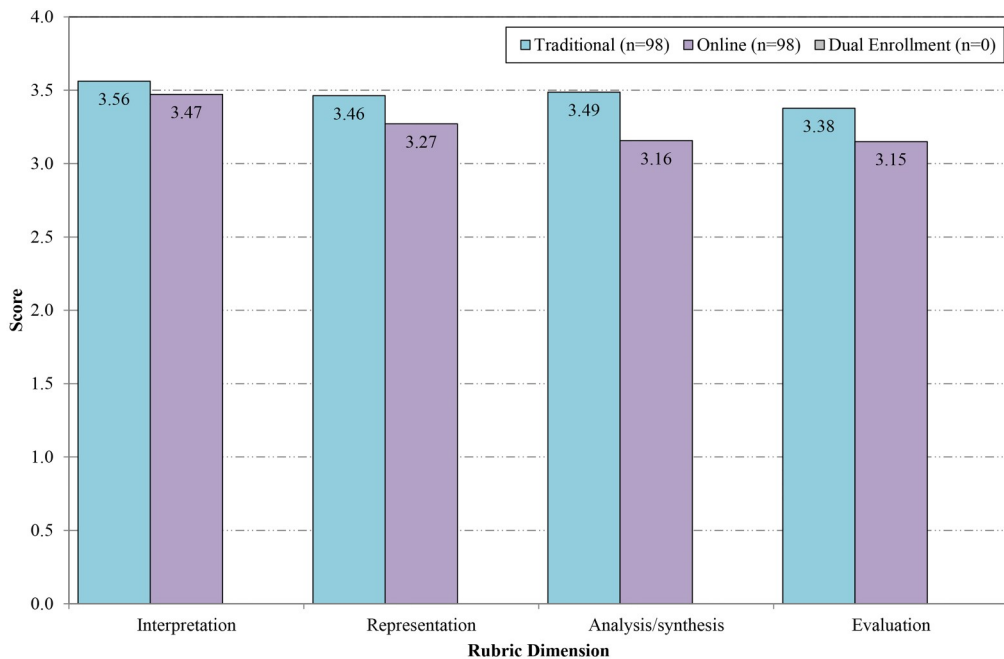
# GenEd Assessment

**CT Achievement by Modality**  
Mean Rubric Score by Dimension



This figure displays the achievement results for the Critical Thinking (CT) competency across modalities (traditional, online, and dual enrollment). For AY 2016-2017, faculty again used the AAC&U Critical Thinking Value Rubric measuring “Explanation of Issues,” “Evidence,” “Influence of Context and Assumptions,” “Student’s Position,” and “Conclusions & Related Outcomes.” These results exhibit strengths and weaknesses in each modality across the rubric dimensions. One example is where the traditional population exhibits the highest mean score among modalities for “Explanation of Issues” but the lowest for “Evidence.”

**QR Achievement by Modality**  
Mean Rubric Score by Dimension



This figure displays the achievement results for the Scientific & Quantitative Reasoning (QR) competency across modalities (traditional, online, and dual enrollment). For AY 2016-2017, faculty again used the FSW Scientific & Quantitative Reasoning rubric measuring “Interpretation,” “Representation,” “Analysis/Synthesis,” and “Evaluation.” These results exhibit strengths and weaknesses in each modality across the rubric dimensions. For example, “Interpretation” results are very similar between traditional and online artifacts. However, “Analysis/Synthesis” results vary by 0.33, the largest of any dimension.

# Preview of General Education Assessment 2017-2018

At the April 2017 LAC meeting, the committee voted to assess the following two General Education Competencies during the next academic year. Details of the 2017-2018 assessment procedures are forthcoming.

- Research and examine academic and non-academic information, resources, and evidence
- Investigate and engage in the transdisciplinary applications of research, learning, and knowledge

"R"				
BSC 1086C	CGS 1000	CIS 2321	CJC 1000	CJE 2600
CVT 2920	DEH 2300	DEH 2400	DSC 1006	DSC 3034
EDE 4220	EDE 4304C	EDF 2005	EDG 3410	ENC 1101
ENT 3003	ENT 3172	ENT 4004	ETD 1320	ETD 1530
FFP 1510	FFP 1540	FFP 1824	FFP 2301	FFP 2706
FFP 2770	HFT 1000	HFT 2600	HSA 3113	HSA 4184
LIS 2004	MAC 2313	MAN 3641	MAN 4402	MAN 4701
MAN 4723	MAR 3231	MNA 3037	MNA 3039	NUR 4165
PAD 3204	PAD 4426	PAD 4878	PLA 1103	PLA 2114
PLA 2610	RET 2930	RET 4034	RET 4050	RET 4715
SBM 2000	SLS 1301	SUR 2140C	TAX 2000	TAX 2010
TAX 2401	TRA 1430			

"I"				
BCT 1760	BSC 1011	CJE 1300	CJE 2602	COP 2823
COP 2830	CTS 2321	CTS 2334	CVT 1200	CVT 2420C
CVT 2620C	DSC 1006	DSC 2590	ENC 1102 Tech	ENC 1102 Essay
ESE 4323	FFP 2780	GIS 1040	HSC 4933	MAN 2021
MAN 3120	MTG 2206	NUR 3125	NUR 3145	NUR 4827
NUR 4827L	PAD 4034	PLA 2600	PLA 2930	PLA 2942
REL 2300	RET 1007	RET 2234C	RET 2254C	RET 2264C
RET 2714	RET 4445	TRA 2010		



- In Fall 2017, you should also look for the Assessment Certification Program that was designed by the Learning Assessment Committee and Office of Academic Assessment. The Department of Professional Development and Training will promote and implement this stimulating opportunity for all assessment enthusiasts, so stay tuned for details.