

# Academic Assessment Newsletter

September 2016



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

As 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.

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 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.

## LAC Member Profile

**Dr. Elijah Pritchett**  
Professor, Humanities



Dr. Elijah Pritchett is a full time professor of humanities in FSW's Department of Humanities and Fine Arts. Dr. Pritchett came to FSW from the University of Louisville in Kentucky shortly after completing his doctorate in interdisciplinary humanities focusing on literature and critical theory. A committed believer in humanities education, Dr. Pritchett's undergraduate work was in classical studies and philosophy, and his M.A. involved research on theories of interpretation and strategies of the modernist literary avant-garde.

Taking the position at FSW helped Dr. Pritchett realize the life-goals of living by the ocean and never having to see snow again (except in pictures). The glorious beach sunsets were an unexpected fringe benefit. Currently living right across from the College in Fort Myers, Dr. Pritchett will relocate to scenic Punta Gorda at the end of September, where he is sure the short daily commute will be more than offset by the glorious Peace River view.

# Meeting of the Minds

## Description

Members of the General Education Advisory Council in collaboration with faculty across disciplines will facilitate discussions about how to support achievement of one of the eight new General Education competencies. They will openly discuss the breadth and depth of each competency and share ideas about how we accomplish the goal across all disciplines. **All you need to bring are ideas and an interest in the topic.** However, participants are welcome to bring pertinent syllabi and samples of assignments and assessment instruments for the purpose of discussion.

These sessions are being offered by the General Education Advisory Council through the Teaching and Learning Center.

## Objectives

1. Participants will engage in cross-disciplinary discussion with their colleagues in order to construct an understanding of the General Education competency and how it can be realized across the curriculum.
2. Participants will analyze a predetermined general education competency.
3. Participants will review and share sample course assignments and activities to support achievement of the general education competency.
4. Participants will discuss the components of an appropriate assessment for measuring achievement of the general education competency.

## Upcoming Meeting of the Minds Sessions

### Engage Meanings of Active Citizenship in One's Community, Nation, and the World

Friday, October 14th | 11:30 AM to 12:30 PM

Lee: AA-168 (Polycom: Collier M-120A; Charlotte J-118; HG A-106)

Facilitated by Don Ransford and Whitney Rhyne

Lunch: California Cobb Salad Buffet or Boxed Lunch

Register for this session by October 12th



Don Ransford



Whitney Rhyne

### Investigate and Engage in the Transdisciplinary Applications of Research, Learning, and Knowledge

Friday, October 14th | 11:30 AM to 12:30 PM

Lee: AA-177 (Polycom: Collier M-201; Charlotte: E-105; HG A-114)

Facilitated by Dr. Rebecca Harris and Dr. Eileen DeLuca

Lunch: Taco Bar Buffet or Boxed Lunch

Register for this session by October 12th



Dr. Rebecca Harris



Dr. Eileen DeLuca

Register for these sessions at <http://www.fsw.edu/trainingcalendar/display/2016/10>.

# Assessment 101

**Facilitator:** Dr. Amy Trogan

**Content Contributors:** Dr. Amy Trogan, Dr. Joseph van Gaalen, Professor Donald Ransford, Professor Myra Walters, Dr. Katie Paschall, Dr. Eileen DeLuca

In order to provide faculty an online resource for understanding assessment in higher education, the Learning Assessment Committee has developed an online, self-paced Academic Assessment Workshop.

## Academic Assessment Workshop: A Self-Paced Online Course

This workshop will help to answer why and how we assess students and programs at Florida SouthWestern State College. We will begin at the macro level by looking at state and federal requirements, then focus at the program level, and then focus at the course level.

## The purpose of this workshop is

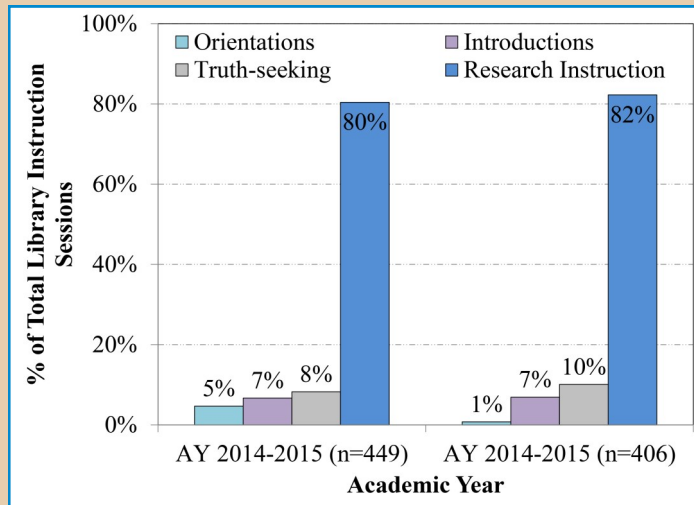
- To understand the role of assessment in program and course evaluation and improvement.
- To understand how program and course outcomes relate to standards and legislation within the Florida College System.
- To align the evaluation of program outcomes to the evaluation of course outcomes within FSW.
- To link classroom assessments to General Education requirements.

Register for this workshop at <https://fsw.instructure.com/courses/967477>.

## Course-Level Assessment

Many students feel overwhelmed by the idea of separating authoritative information from that which is spurious within the vast extent of available information. In response, librarians have collaborated with fellow faculty to develop a robust FSW Libraries' Instructional Program, providing instructional sessions to over 8,000 students enrolled in a wide variety of courses throughout the college each academic year. The core objective of the libraries' instructional program is to cultivate an information literate student body. To assess the effectiveness of library instruction, which includes traditional Research Instruction as well as Truth-seeking Workshops, Introduction to the Library Workshops, and Orientations, librarians routinely survey students and faculty, in addition to tracking all instructional sessions. Below are excerpts from the most recent FSW Libraries' Assessment Report.

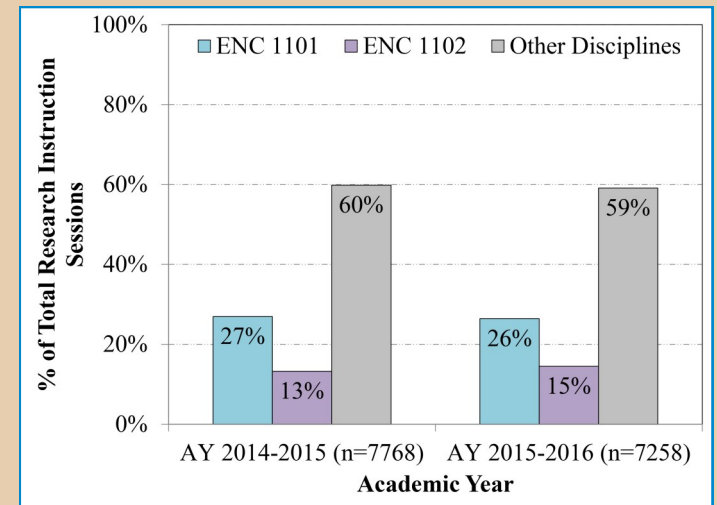
**Figure 1**



**Figure 1**

Figure 1 shows the percentage of Research Instruction sessions delivered by librarians to ENC 1101 and ENC 1102 compared to all other disciplines. In both academic years, ENC 1101/1102 represent more than one-third of all Research Instruction taught by FSW Librarians (40% in 2014-2015, and 41% in 2015-2016).

**Figure 2**



**Figure 2**

Figure 2 shows the percentage of all four instructional types. In both academic years, Research Instruction represents ca. 80% of all instructional sessions offered by the FSW Libraries. Truth-Seeking Workshops are the second most represented, growing from 8% in 2014-2015 to 10% in 2015-2016.

# General Education Assessment

Florida SouthWestern State College initiated a revised assessment of the General Education Program beginning in the 2014-2015 academic year which continued through 2015-2016. This process provides a 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 2015-2016 General Education assessment study, the Learning Assessment Committee identified “Critical Thinking” and “Quantitative Reasoning” as the focus for AY 2016-2017. All full-time and adjunct faculty are asked to submit artifacts (either from new or existing assignments) that, in their opinion, best represents attainment of the “Critical Thinking” or “Quantitative Reasoning” General Education Competencies. Any assignment—from short-answer quizzes, to essays, projects, or videotaped presentations—will be acceptable. Faculty should send in their assignment guidelines to their Departmental Assessment Coordinators by Friday, October 21, 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!

Click here to access the [General Education Assignment Submission Form](#).

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



[Dr. Joseph van Gaalen](#)

Director of Academic Assessment



[Allison Studer](#)

Assessment Analyst

## 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.

For more information, visit [www.fsw.edu/facultystaff/assessment/generaleducation](http://www.fsw.edu/facultystaff/assessment/generaleducation).