

Academic Affairs Assessment

Presented by

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For the Provost/VPAA's "Focus on Student Learning"
Workshop

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Why do we engage in academic
assessment?

To measure achievement, inform improvement, and make decisions

o Curricular

- o Choosing methods and strategies
- o Deciding whether to increase or decrease time or emphasis on student learning outcomes
- o Selecting texts or material
- o Determining a focus for professional development
- o Improving assignments to better align with stated outcomes

To measure achievement, inform improvement, and make decisions

o Programmatic

- o Determining course sequence and necessary prerequisites
- o Demonstrating preparedness of program completers
- o Determining budgetary focus
- o Measuring achievement of stated goals and outcomes and demonstrating efficacy of courses and programs

Other Reasons for Academic Assessment

- To voluntarily self-regulate through accreditation processes (Regional, Program)
- To comply with legislation (Florida Statute)

FSW Academic Affairs Assessment

Regional
Accreditation
SACSCOC

2.73,
3.5.1
General
Education

3.3.1.1
Educational
Programs to
Include Student
Learning
Outcomes

2.12
3.3.2
Quality
Enhancement
Plan
(QEP)

Program
Accreditation

Examples:
ACEN, FDOE,
FSFC, CAAHEP,
ABA, BFST CoARC,
CAHIIM, JRCERT,
CoAEMSP, CSHSE,
DOHBEMO

Legislation

Florida Statute
1007.271
Dual Enrollment

Florida
Statute 1008.30
(SB 1720)

SACSCOC 2.73

2.7.3: In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

SACSCOC 3.5.1

3.5.1: The institution identifies college-level general education competencies and the extent to which students have attained them.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

General Education Assessment Subcommittee of the Learning Assessment Committee

- o Marty Ambrose, English (LAC Chair)
- o Don Ransford, Mathematics
- o Dr. Wendy Chase, Humanities
- o Dr. Peggy Romeo, Science
- o Jane Bigelow, Libraries
- o Dr. Amy Trogan, English
- o Dr. Eileen DeLuca, Academic Affairs (non-voting member)

GEAS Summer Work

- o Reviewed commonly used General Education Assessment tools:
 - o AAC&U Value Rubrics
 - o Collegiate Learning Assessment (CLA +)
 - o ETS Proficiency Profile
 - o ACT Collegiate Assessment of Academic Proficiency (ACT CAAP)

GEAS Recommendation

- o Guidelines for the 2014 – 2015 General Education Assessment (Handout)
- o General Education Assignment Template (Handout)

Current General Education Competencies

- o ***Communication (COM)***: To communicate effectively using standard English (written or oral).
- o ***Critical Thinking (CT)***: To demonstrate skills necessary for analysis, synthesis, and evaluation.
- o ***Technology/Information Management (TIM)***: To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.
- o ***Global Socio-cultural Responsibility (GSR)***: To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.
- o ***Scientific and Quantitative Reasoning (QR)***: To identify and apply mathematical and scientific principles and methods.

SACSCOC 3.3.1.1

3.3.1.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results of educational programs, to include student learning outcomes.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

SACSCOC 2.12

2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

SACSCOC 3.3.2

- o **3.3.2:** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

<http://www.sacscoc.org/pdf/2012PrinciplesOfAcrcditation.pdf>

SACSCOC Distance and Correspondence Education Policy Statement

Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of **student learning outcomes, student retention, and student satisfaction.**

<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

Florida Statute 1007.271 Dual enrollment programs

Dual enrollment courses taught on the high school campus must meet the **same competencies** required for courses taught on the postsecondary institution campus.

http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.271.html

Florida Statute 1007.271

Dual enrollment programs

To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a **comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes** to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.271.html

Dual Enrollment Articulation Agreements (Lee, Collier, Charlotte, Hendry, Glades)

Section 4, Part D. The quality assessment of high-school based Dual Enrollment courses, programs and instruction shall include, but is not limited to, these criteria.

Item 6. The inclusion of tests and assessments in the course on the level of and covering material equivalent to that of other college classes. This will include, but is not limited to

- a. The use and administration of a **common course assessment** for each Dual Enrollment course offered on site in the high schools, which will **constitute a major component of the overall grade issued for that course.**
- b. Submitting a copy of the final exam, if not the common course assessment, for each course taught in each semester offered.

<http://www.edison.edu/dualenrollment/articulation>

SB 1720

- o During each academic term, the college will collect and report the following academic achievement data disaggregated by developmental education strategy:
 - o Common course assessment results
 - o Mastery exam results
 - o Developmental course success rates
 - o Success in gateway courses (*ENC 1101, MAT 1033, MAC 1105, MGF 1106, MGF 1107, STA 2023*)

<https://sites.google.com/site/fcsdevelopmentaleducation/approved-plans>

Course-Level Assessment

2014-2015

- o At minimum, the following courses should be part of the assessment plan and assessed with goals, results, and use of results entered into Compliance Assist.
 - o Courses that are offered in all three modalities (campus-based, online, dual enrollment)
 - o SB 1720 Courses (MAT 0057, ENC 0022, REA 0019)
 - o QEP course: SLS 1515
- o It is suggested that all assessments related to program goals and student learning outcomes are entered into Compliance Assist.

AY2014-2015 Course-Level Assessment Focus Courses

Social Sciences

AMH 2010

AMH 2020

PSY 2012

English

ENC 0022

ENC 1101

ENC 1102

Speech and Foreign Languages

FRE 1120

FRE 1121

SPC 2608

SPN 1120

SPN 1121

Humanities

HUM 2211

HUM 2235

HUM 2510

Business and Technology

GEB 1011

Education

EDF 2005

EDF 2085

Science

BSC 1010

BSC 1010L

Mathematics

MAC 1105

MAC 1114

MAC 1140

MAT 0057

Academic Success

SLS 1515

REA 0019

Roles

o Academic Affairs

- o Provost and VP Academic Affairs
- o AVP, Academic Affairs
- o Coordinator, Academic Affairs Assessment
- o Assessment Analyst
- o Deans
- o Discipline Chairs
- o Learning Assessment Committee
- o Faculty Coordinators of Assessment
- o Faculty
- o Coordinators, Assessment & Student Success
- o Director, Online Learning

o RTA

- o Director, Effectiveness and Accountability
- o Director of Institutional Research

Questions

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