

# Assessment 101, Part I: Academic Assessment- Realities and Possibilities

Presented by  
Eileen DeLuca  
January 5, 2015

# Three-Part Workshop Established by the Learning Assessment Committee

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- **Part I: Academic Assessment-Realities and Possibilities**
- **Part II: General Education Assessment**
- **Part III: Streamlining Assessment**

# Learning Assessment Committee 2014-2015

## *The Learning Assessment Committee*

Chair: Marty Ambrose, Professor, English  
Jennifer Cohen, Professor, Business and Technology  
Richard Worch, Professor, Public Safety Administration  
Caroline Seefchak, Professor, Education  
Amy Trogan, Professor, English  
Stuart Brown, Professor, Fine Arts  
Fernando Mayoral, Professor, Foreign Languages  
Colleen Moore, Professor, Nursing  
Tom Donaldson, Professor, Social Sciences  
Sarah Lublink, Professor, Philosophy  
Jane Bigelow, Professor, Library  
Katie Paschall, Professor, Speech  
Eric Seelau, Professor, Social Sciences  
John Meyer, Dean, Business & Technology  
Don Ransford, Professor, Mathematics  
Peggy Romeo, Professor, Natural Sciences  
Ron Smith, Professor, Mathematics  
Barbara Miley, Coordinator, Accountability  
Joe van Gaalen, Coordinator, Academic Assessment  
Eileen DeLuca, Assistant Vice President, Academic Affairs

# Learning Assessment Coordinators

<b>Coordinator</b>	<b>Department or School</b>
Dr. Richard Worch	Business and Technology
Dr. Caroline Seefchak	Education
Dr. Amy Trogan	English
Fernando Mayoral	Foreign Languages
Colleen Moore	Health Professions
Dr. Tom Donaldson	Social Sciences
Dr. Sarah Lublink	Humanities and Fine Arts
Jane Bigelow	Libraries
Dr. Katie Paschall	Speech
Dr. Peggy Romeo	Sciences
Dr. Ron Smith	Mathematics

# Academic Assessment Web Page

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<http://www.fsw.edu/facultystaff/assessment>

# Realities

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**Think-Pair-Share:  
Why do we engage in academic  
assessment?**

## Realities-Why do we engage in academic assessment?

**Purpose of Assessment in Higher Education:**

**Curricular Purpose/Benefits:**

**Programmatic Purpose/Benefits:**

**Other Purposes/Benefits:**

# Academic Affairs Assessment: Relevant Standards and Legislation

## 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 Distance and Correspondence Education Policy Statement:  
Demonstrate comparability of Distance Ed. with Campus Based Ed.



# Possibilities

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**Faculty-Designed Program Level  
Assessments**

# General Education Assessment Subcommittee of the Learning Assessment Committee

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

# GEAS Summer Work

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

# Alignment

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Program Goals



Student Learning Outcomes



Instruction



Assignments



Assessments

# Current General Education Competencies

**Communication (COM):** To communicate effectively using standard English (written or oral).

**Critical Thinking (CT):** To demonstrate skills necessary for analysis, synthesis, and evaluation.

**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.

**Global Socio-cultural Responsibility (GSR):** To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

**Scientific and Quantitative Reasoning (QR):** To identify and apply mathematical and scientific principles and methods.

## **The A.A. program goals include achievement of the Gen. Ed. Competencies.**

**Upon completion of the A.A. degree**, students will communicate effectively using standard English (written or oral). (COM)

**Upon completion of the A.A. degree**, students will demonstrate skills necessary for analysis, synthesis, and evaluation. (CT)

**Upon completion of the A.A. degree**, students will demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources. (TIM)

**Upon completion of the A.A. degree**, students will identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society. (GSR)

**Upon completion of the A.A. degree**, students will identify and apply mathematical and scientific principles and methods. (QR)

Program Goals



Student Learning Outcomes



Comparability : Campus-based/Online

- o **Program Goal:** Upon completion of the A.A. degree, students will communicate effectively using standard English (written or oral).
- o **Related Student Learning Outcome:** Upon completion of SPC 1017, students will correctly incorporate the five standards of a speech introduction as measured on a rubric.
- o **Assessment Method:** Common course assignment: Informative Speech measured on a rubric. 75% of students will score “3” or higher on all relevant aspects of the rubric. Mean scores disaggregated by site (campus-based, online).



## Program Goals



## Student Learning Outcomes



## Comparability : Campus-based/Online



## Comparability: Campus-based/Offsite Dual Enrollment

- o **Program Goal:** Upon completion of the A.A. degree, students will identify and apply mathematical and scientific principles and methods.
- o **Related Student Learning Outcome:** Upon completion of MAC 1105, students will select and apply which of the techniques, elimination, substitution, or graphing, would be most efficient to solve systems of linear and non-linear equations.
- o **Assessment Method:** 60% of MAC 1105 completers will achieve accuracy on each of the student learning outcomes as measured by a final exam.
  - o % of student achieving accuracy for each student learning outcome (items aligned with outcomes) disaggregated by site (campus-based, online, offsite dual enrollment)
  - o Independent samples t-test of overall final exam scores (campus-based, online, offsite dual enrollment)
  - o Factorial ANOVA of items (campus-based, online, offsite dual enrollment)



# General Education Assignment Template

Please complete this form and submit to your department's Assessment Coordinator.



Faculty Name:  Faculty Status:

Course Prefix & Number:  Course Title:

Modality:  Face-to-face  Online  Dual Enrollment

Is this assignment common to all sections of the course?

To which General Education Competency or Competencies does this assignment most closely align?  
(Check all that apply.)

- Communication (COM)  Critical Thinking (CT)  
 Global Socio-cultural Responsibility (GSR)  Technology/Information Management (TIM)  
 Scientific and Quantitative Reasoning (QR)

*Communication (COM):* To communicate effectively in standard English (written or oral).

*Critical Thinking (CT):* To demonstrate skills necessary for analysis, synthesis, and evaluation.

*Global Socio-cultural Responsibility (GSR):* To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

*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.

*Scientific and Quantitative Reasoning (QR):* To identify and apply mathematical and scientific principles and methods.

Assignment Description

Approximate Due Date of the Assignment

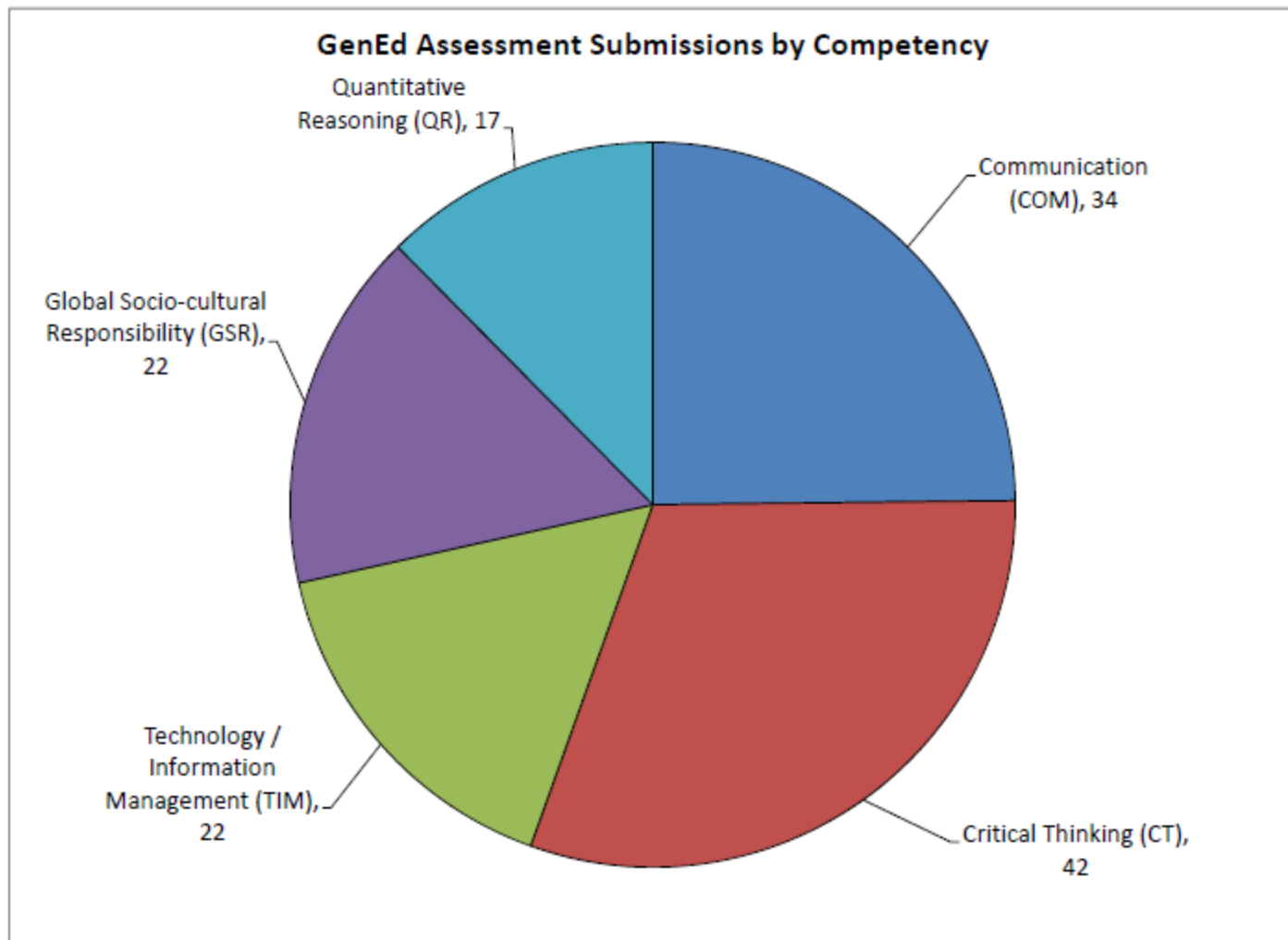
Once you have received the artifacts from your students, submit the ungraded copies to your Assessment Coordinator by the end of term. Include answer keys when applicable.

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 (Coordinator of Academic Assessment, [jvangaalen@fsw.edu](mailto:jvangaalen@fsw.edu)) and Crystal Revak (Assessment Analyst, [crevak@fsw.edu](mailto:crevak@fsw.edu)).

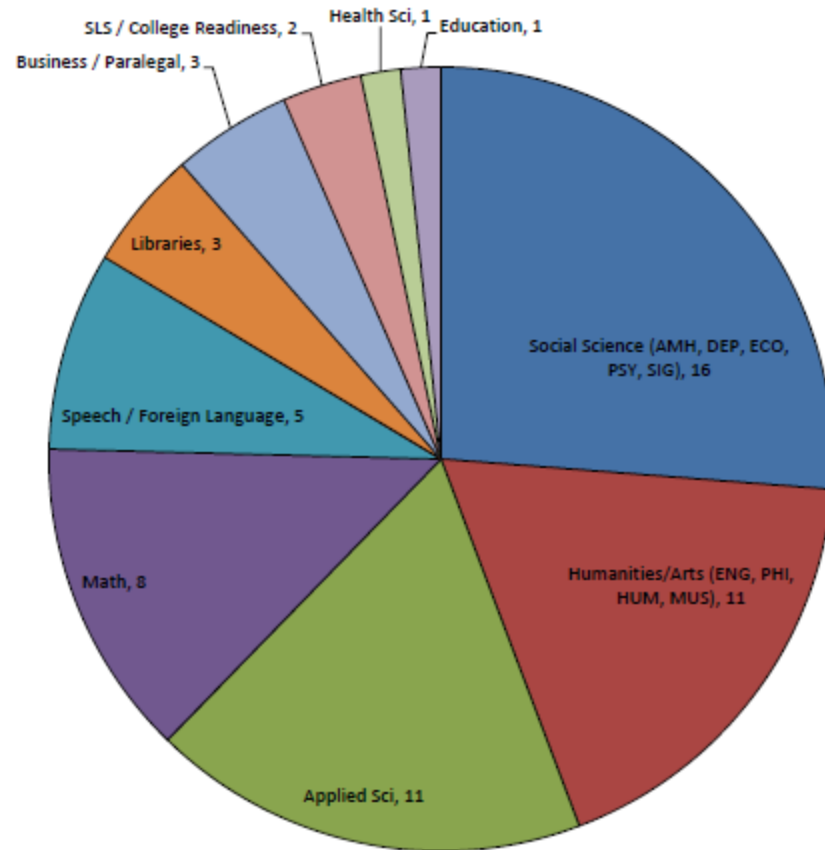
Additional notes

# Fall 2014 Submissions

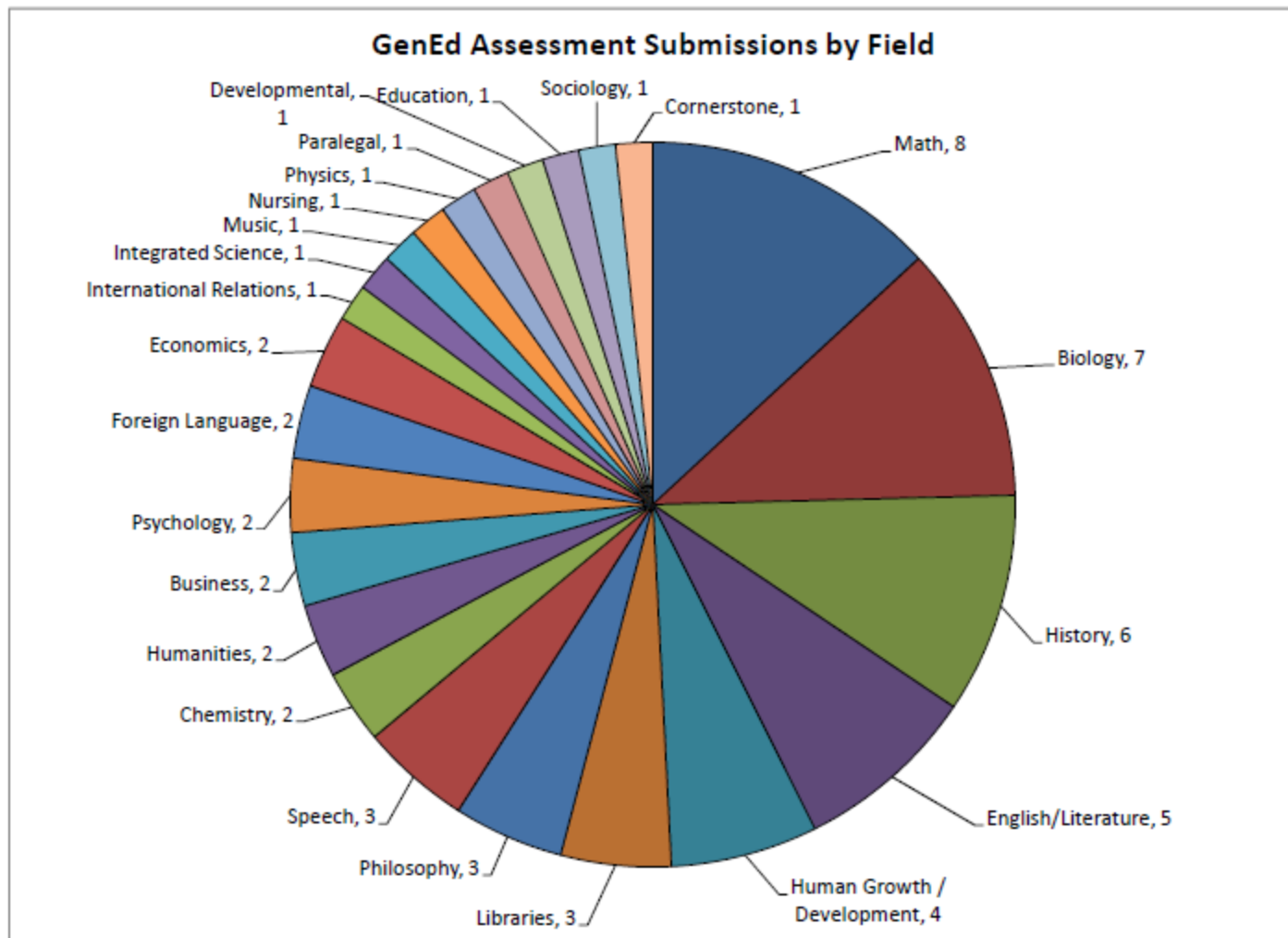


# Fall 2014 Submissions

GenEd Assessment Submissions by General Field

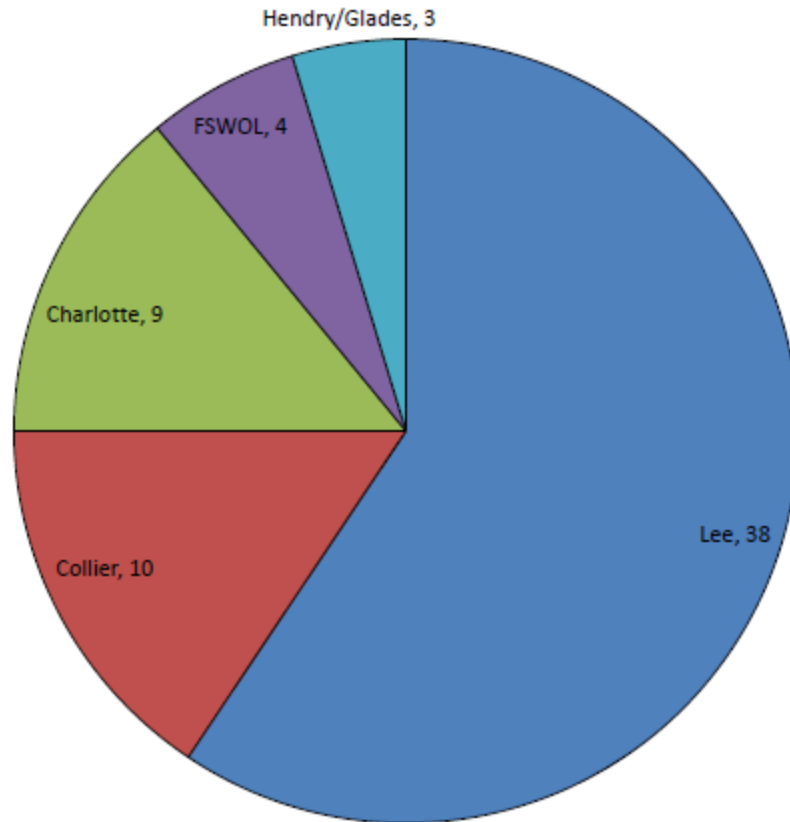


# Fall 2014 Submissions

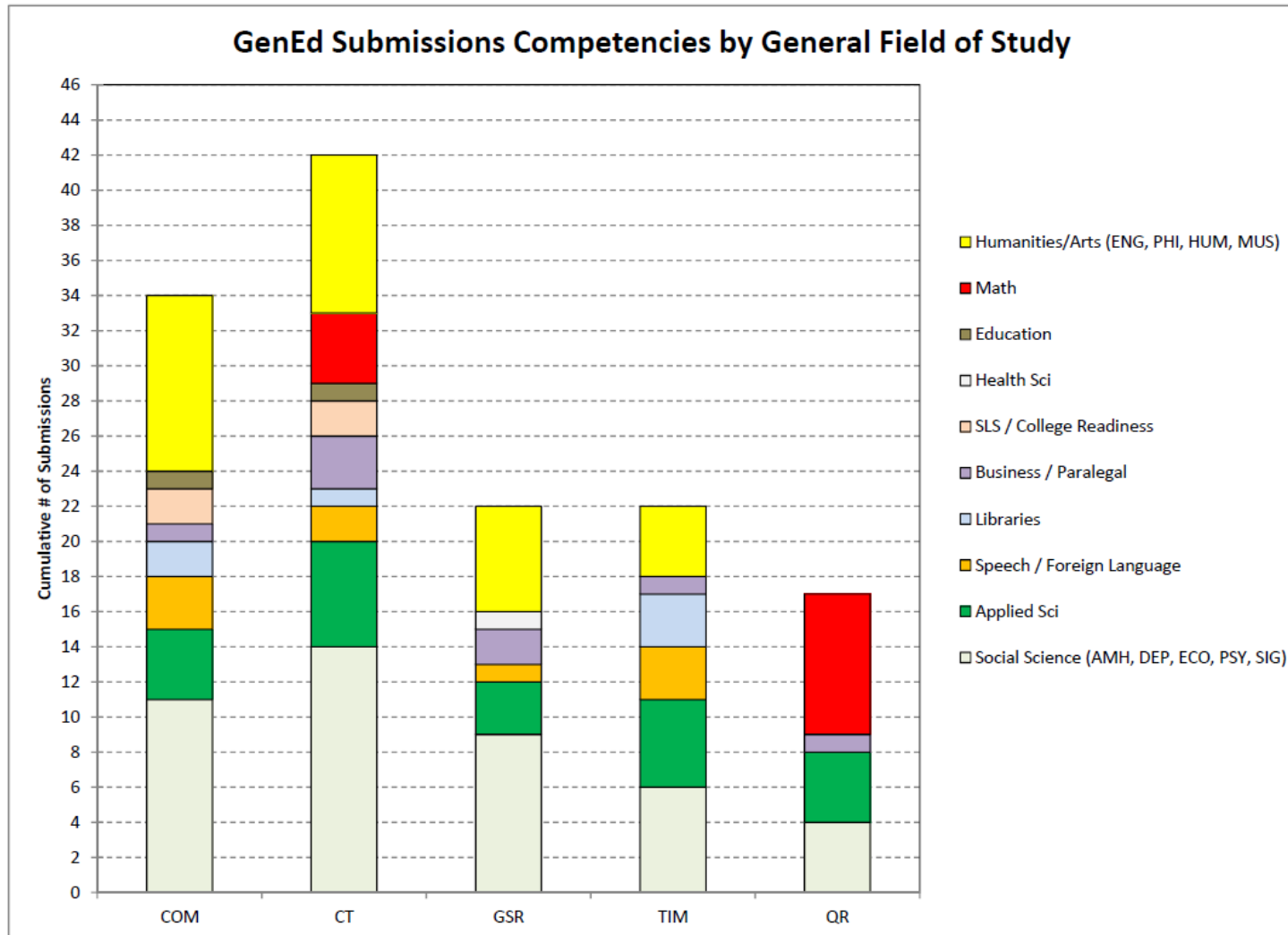


# Fall 2014 Submissions

GenEd Assessment Submissions by Campus

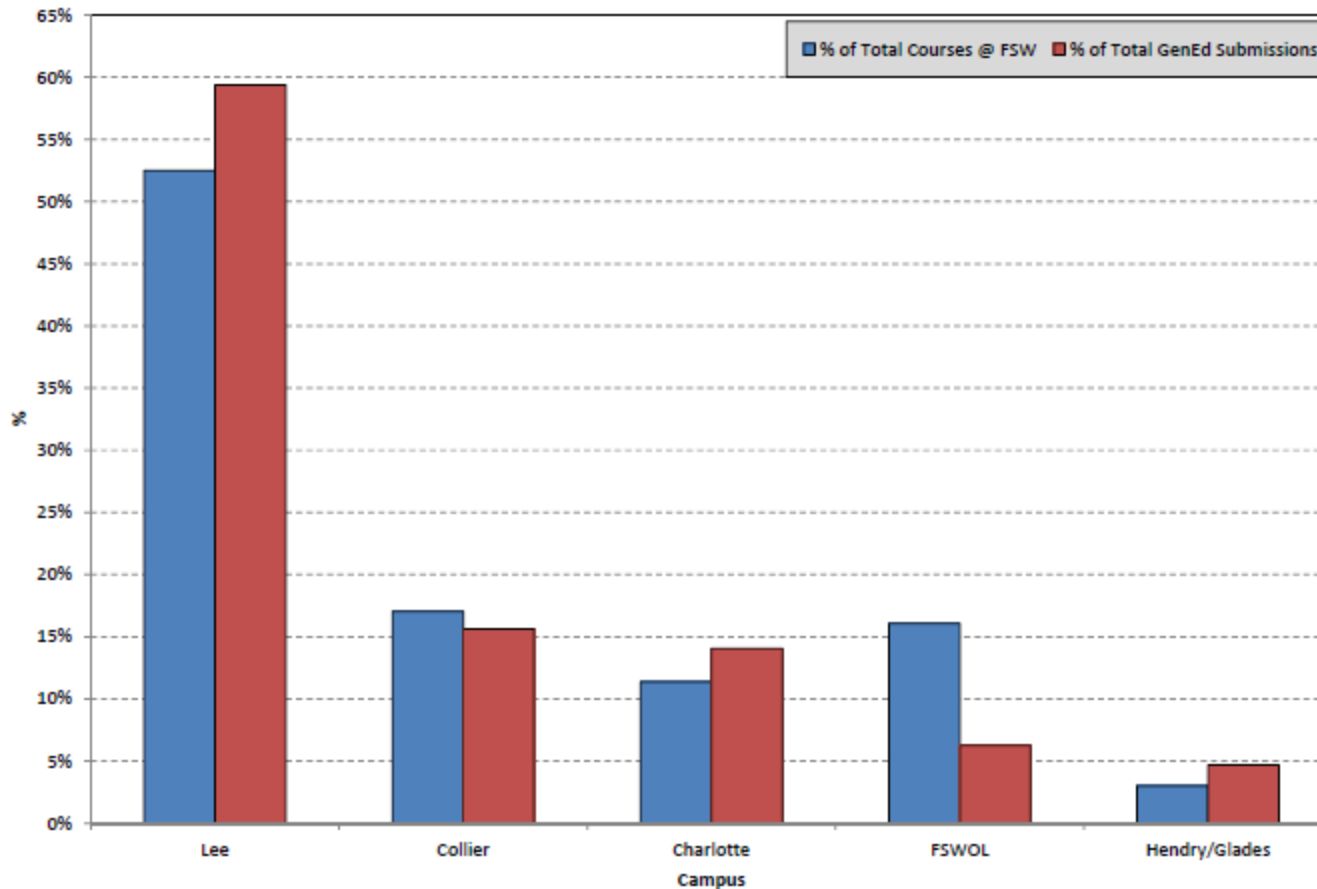


## Fall 2014 Submissions



# Fall 2014 Submissions

Representation of GenEd Submissions Compared with Course Offerings





# General Education Assessment Assignment Feature

Professor: Dr. Haroldo Fontaine

Class: HUM 2235 Renaissance to Age of Reason

COM

Communication

CT

Critical Thinking

GSR

Global Socio-cultural  
Responsibility

## Short Essay Prompt

*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed".* Explain how this passage illustrates humanism as we have discussed it in class.



## Notes from Dr. Haroldo Fontaine

For this group assignment, students read a passage from Jefferson's *Declaration of Independence*. Then, they discuss the passage, reach consensus about its fundamental intellectual/cultural value(s), and in writing explain how it expresses Humanism as we would have discussed it in class. By means of this assignment, I encourage students to discern intellectual/cultural continuity between a fundamental intellectual/cultural value of the Renaissance, the Age of Reason, and the founding of the United States of America.

## Biographical Statement

Dr. Fontaine was born and raised in Santiago de Cuba, Cuba, until his 7th year. Once he and his mother relocated to West Palm Beach, FL, he proceeded to complete all of his elementary and secondary education there. Florida State University has conferred all three of his degrees from three of its Colleges: a B.A. in International Affairs from the College of Social Sciences (1997); an M.A. in Humanities from the College of Arts and Sciences (2005), and a Ph.D. in Foundations of Education from the College of Education (2010). While completing his M.A. coursework, he earned a competitive and university-wide Outstanding Teaching Assistant Award. His first job after graduate school was as an Assistant Professor of Education at Sewanee: The University of the South, during the 2011/2012 academic year. Now, he is in his third year at ESC/FSW as a Professor of Humanities. He has published and presented several peer-reviewed articles nationally and internationally. Their topical range largely focuses on intersections between philosophy, the arts, and education.



# General Education Assessment Assignment Feature

Professor: George Manacheril

Class: PHY 2048 General Physics I

CT

Critical Thinking

QR

Scientific and Quantitative  
Reasoning

## Assignment Details

- A. Describe in not less than 400 words how positive acceleration for a moving object differs from negative acceleration. Use sketch graphs to illustrate the concept and use this concept to solve the following problem.
- B. When a moving particle is at the origin, it has a velocity given by  $\vec{v} = (12 \vec{i} + 15 \vec{j}) \text{ ms}^{-1}$ . It has a constant acceleration given by  $\vec{a} = (-1.5 \vec{i} + 0.25 \vec{j}) \text{ ms}^{-2}$ .
- Explain the path followed by this particle and illustrate it by drawing a sketch diagram.
  - How long does it take the particle to hit the y-axis? Explain and analyze the steps that lead you to the solution.
  - At what point does it hit the y-axis? Explain the reasoning for your steps.
  - What is its velocity at the instant it hits the y-axis?



### Notes from Professor George Manacheril

In physics, students are always challenged to analyze and synthesize concepts, to visualize the world around them, and use mathematical reasoning and computational ability to bring these pictures to life. Critical thinking and quantitative reasoning form the fundamental building blocks of learning physics. In this assignment, students are required to analyze circumstances where positive and negative acceleration occur and how they affect the rate at which position and velocity change with time. In the given problem, the moving particle has positive acceleration in one direction and negative acceleration in another direction. Students are required to synthesize these concepts to figure out how its position changes with time, and sketch its path.

Students are required to use mathematical reasoning to explain the path of the particle and formulate mathematical equations to describe the motion in the x and y directions. They then use their computational skills to solve these equations to get information on the position, velocity, and the time of impact on the y-axis.

# General Education Assessment Assignment Feature

Professor: Dr. Katie Paschall

Class: SPC 1017 Fundamentals of Speech Communication – 3 Credits



Communication



Global Socio-cultural  
Responsibility

## Interpersonal Communication Assignment

Identify an interpersonal relationship you have with a person from another culture or subculture. The relationship may come from family, work, school, study groups, friendships or dating interactions. Follow the rules below and write a brief (approximately 500 words) paper. You will need to read pages 200 to 211 in your text in order to successfully complete this assignment. The paper will be typed and follow the standard English grammar and composition guidelines. Remember your English Composition Class and the rules you followed when writing an essay.

1. Identify and describe an interpersonal relationship with a person from another culture or subculture.
2. Identify and describe any conflict in that relationship particularly as it relates to differences in culture or subculture.
3. Analyze the reasons for the conflict. Are they rooted in cultural differences?
4. Determine conflict resolution strategies for this relationship *as suggested by the text material and class discussion.*

## Notes from Dr. Katie Paschall

This assignment provided students with an opportunity to reflect on what they have learned about interpersonal relationship, how and why conflict may arise, and possible conflict resolution strategies. Southwest Florida, Florida SouthWestern State College, and certainly my classrooms are very diverse. As a result, most students have developed relationships with at least one person from another culture or subculture. The assignment prompts students to then examine these relationships from a different perspective. Many students had never realized conflict arose from the struggle between people to have their needs met in a relationship. Nor had they understood how even subtle cultural differences might affect this struggle. They write about conflict with their families, their platonic and intimate partners, and with co-workers. With a deeper understanding of interpersonal communication and cultural differences, they often express surprise and pleasure about discovering ways to manage conflict and build stronger, more satisfying relationships.

Remember to submit your assignment by the end of September. Faculty who submit assignments and artifacts will receive a certificate for College Service. Visit <http://www.fsw.edu/facultystaff/assessment/generaleducation> for more details.

<http://www.fsw.edu/facultystaff/assessment/history>

# Possibilities

## ● Pilot use of AAC & U Value Rubrics

### CREATIVE THINKING VALUE RUBRIC

for more information, please contact [valur@aacu.org](mailto:valur@aacu.org)



#### Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of invention, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Acquiring Competencies</b> <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
<b>Taking Risks</b> <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
<b>Solving Problems</b>	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
<b>Embracing Contradictions</b>	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
<b>Innovative Thinking</b> <i>(Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
<b>Connecting, Synthesizing, Transforming</b>	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

<http://www.aacu.org/value/rubrics>

Share

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How do you instruct and/or assess the  
General Education Competencies in your  
course?

# Participate in the General Education Assessment Pilot

- **Receive training to include one of the General Education Competency rubrics and engage in a norming session with other faculty.**
- **Review General Education assignments and student work.**
- **Use a General Education Competency rubric to score a designated number of artifacts.**
- **Provide feedback about the utility of the rubric as related to each criterion and all the levels of performance.**
- **Receive a \$250 stipend.**

## Interested? email

- **Learning Assessment Committee Chair, Marty Ambrose (mambrose@fsw.edu) OR**
- **Coordinator of Academic Assessment, Dr. Joseph van Gaalen (jfvangaalen@fsw.edu) OR**
- **Your department's Learning Assessment Coordinator.**

**Please indicate for which of the five General Education Competencies (Communication, Critical Thinking, Technology/Information Management, Global Socio-cultural Responsibility, Scientific and Quantitative Reasoning) you would be willing to lend your expertise.**



## Realities-Course-Level Assessment Plan 2014-2015

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**For AY 2014-2015, 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, dual enrollment)**
- **SB 1720 Courses (MAT 0057, ENC 0022, REA 0019)**
- **The QEP course (SLS 1515)**

# Realities-AY2014-2015 Course-Level Assessment Focus Courses

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

## AY2014-2015 Course-Level Assessment Focus Courses

<b>Social Sciences</b>	<b>English</b>
AMH 2010	ENC 0022
AMH 2020	ENC 1101
PSY 2012	ENC 1102
<b>Science</b>	<b>Academic Success</b>
BSC 1010	SLS 1515
BSC 1010L	REA 0019
<b>Speech and Foreign Languages</b>	<b>Mathematics</b>
FRE 1120	MAC 1105
FRE 1121	MAC 1114
SPC 2608	MAC 1140
SPN 1120	MAT 0057
SPN 1121	
<b>Humanities</b>	<b>Education</b>
HUM 2211	EDF 2005
HUM 2235	EDF 2085
HUM 2510	
<b>Business and Technology</b>	
GEB 1011	

# Possibilities

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Faculty-Designed Course-Level  
Assessments

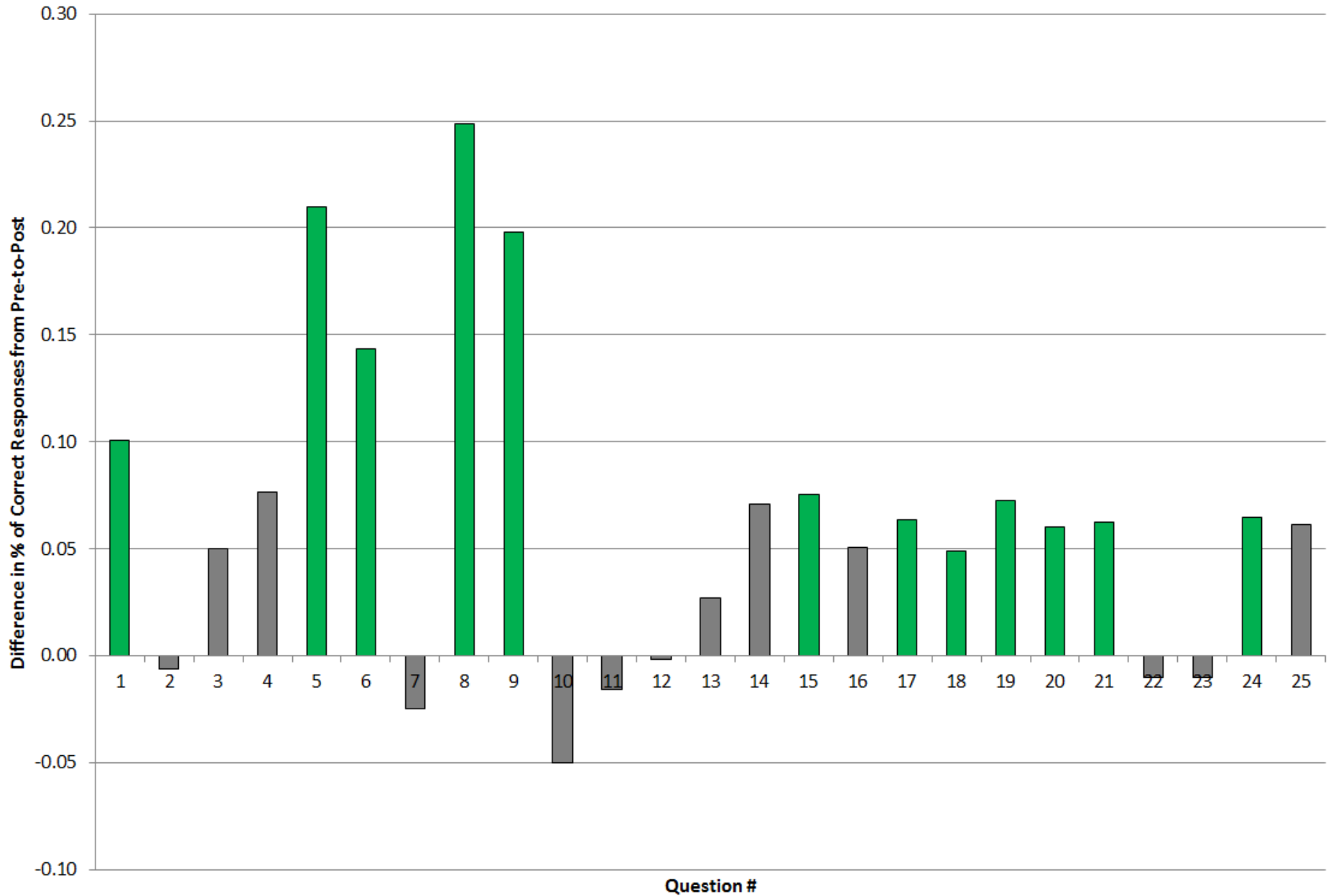


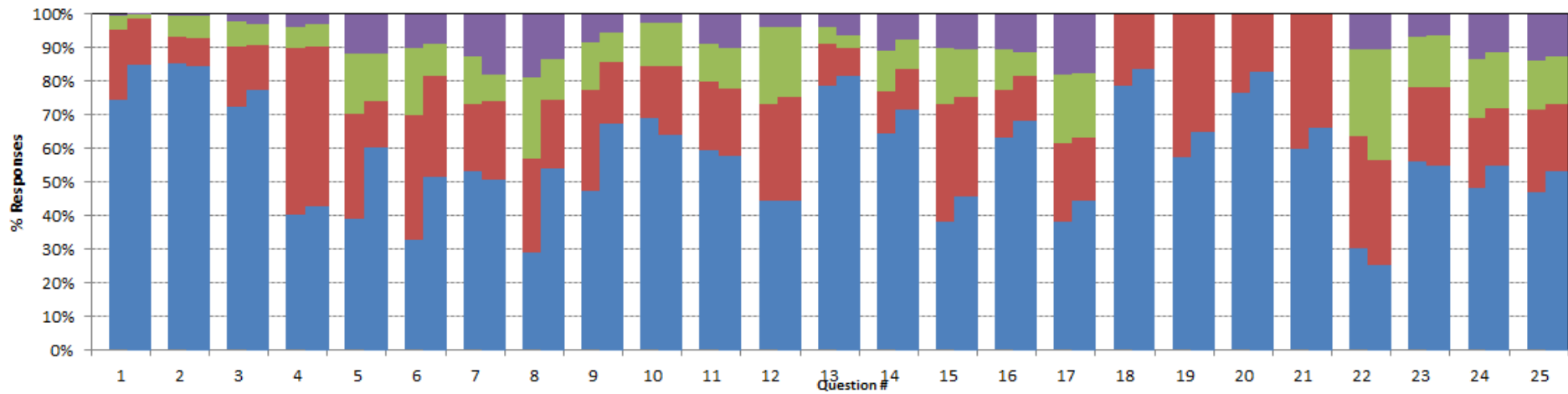
# Philosophy

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- Pre/Post test Aligned with Student Learning Outcomes

# Change from Pre-to-Post Test Scores





# Foreign Language

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- ◉ Exam Items Aligned with Student Learning Outcomes

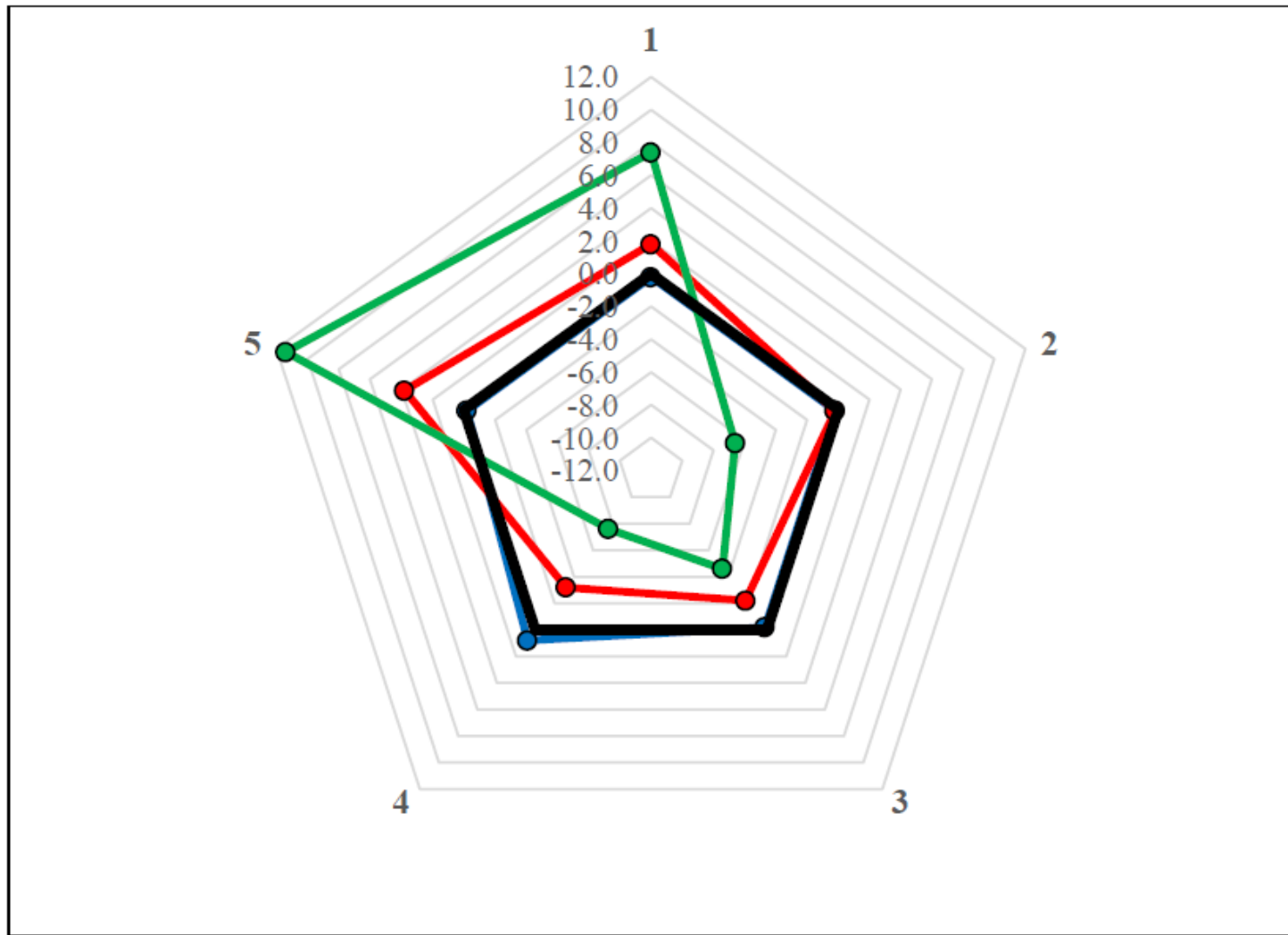


Figure 3. Difference in artifact scores by rater for Topic II: Verbos. Highest score (artifact 1) in blue, mid-range score (artifact 2) in red, lowest score (artifact 3) in green. Bold black line denotes mean score for each of the five raters plotted as the zero line while each rater score is plotted as the difference from the mean.

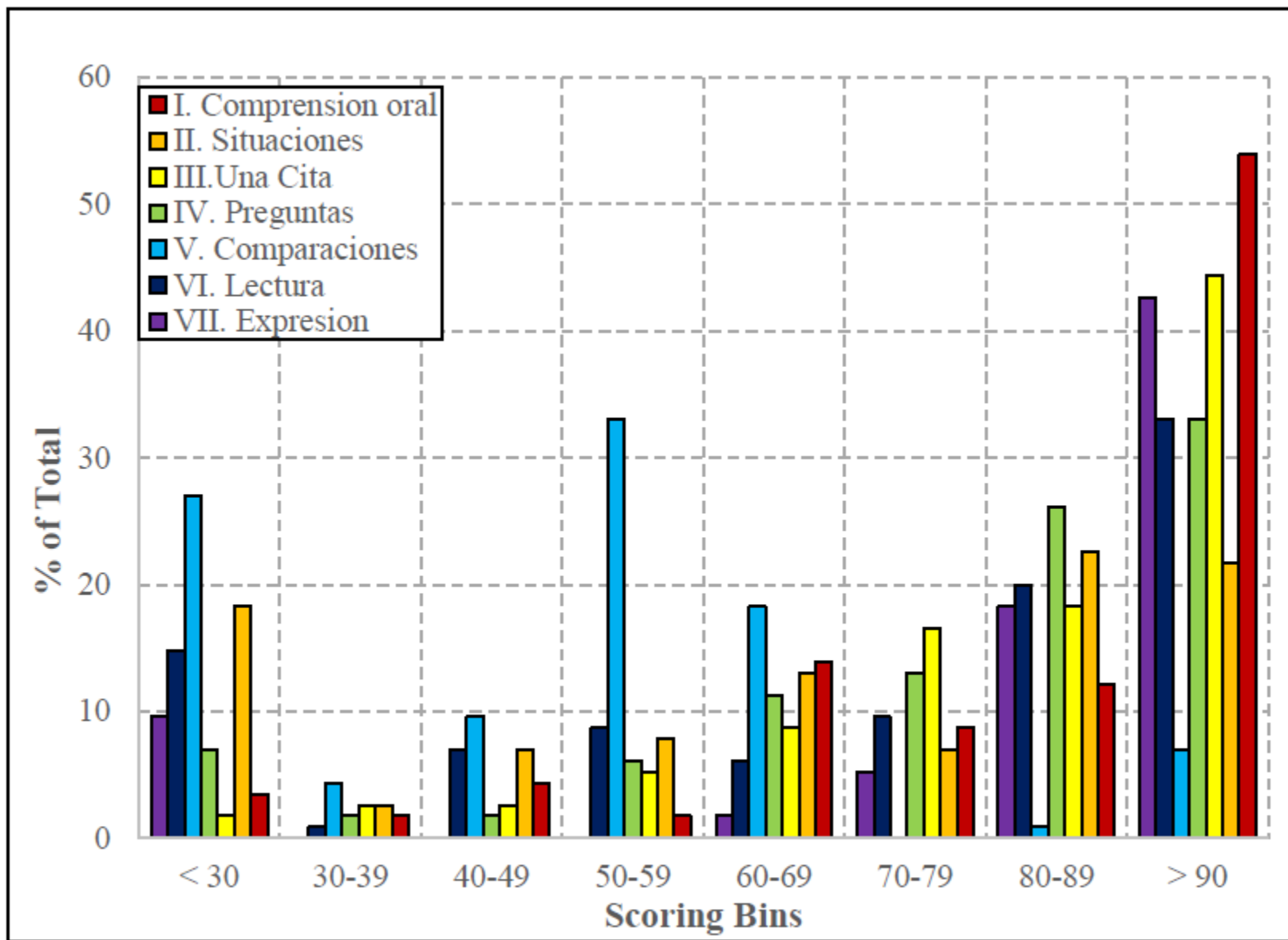


Figure 16. Histogram of Spring 2014 SPN1121 data distribution across 10% scoring bins.

nonDE / DE: df = 102 F '13 / Sp '14: df = 18		I. Comprension Oral	II. Situaciones	III. Una Cita	IV. Preguntas	V. Comparaciones	VI. Lectura	VII. Expresion	Total
Spring 2014 nonD E / DE	mean diff	0.90	4.23	5.52	2.19	0.72	4.60	0.05	18.21
	t <sub>crit</sub>	1.98	1.98	1.98	1.98	1.98	1.98	1.98	1.98
	t <sub>obs</sub>	1.53	5.73	4.62	3.79	1.38	6.67	0.05	4.74
	p-value	0.130	1.17x10 <sup>-7</sup>	1.07 x10 <sup>-5</sup>	2.47 x10 <sup>-4</sup>	0.170	1.10 x10 <sup>-9</sup>	0.962	6.33 x10 <sup>-6</sup>
F '13 / Sp '14	mean diff	0.77	0.17	-1.88	1.88	-1.80	0.74	1.17	1.04
	t <sub>crit</sub>	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.10
	t <sub>obs</sub>	1.44	0.15	-1.04	1.36	-3.69	0.77	0.80	0.16
	p-value	0.168	0.886	0.317	0.204	0.002	0.454	0.440	0.873

Table 12. Significance test of the difference in means of SPN1121 for nonDE vs. DE and Fall 2013 vs. Spring 2014. Positive mean scores indicate DE > nonDE, and Spring 2014 > Fall 2013. \*Denote marginal significance as defined by Johnson (2013) and de Winter (2013).

# Speech

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- Faculty-Developed Rubric Measuring Achievement of Student Learning Outcomes via a Speech Performance



nonDE: N = 141 DE: N = 31 TD: N = 158 OnL: N = 9		Introduction	Organization	Supporting Materials	Oral Citations	Conclusion	Choice of Words (Language and Grammar)	Vocal Expression and Paralanguage	Nonverbal	Total Score
<b>nonDE / DE</b>	<b>mean</b>	3.67 / 3.71	3.46 / 3.61	3.44 / 3.48	3.38 / 3.58	3.22 / 3.19	3.47 / 3.52	3.26 / 3.35	3.16 / 3.26	26.99 / 27.71
	<b>median</b>	4 / 4	4 / 4	4 / 4	4 / 4	4 / 4	4 / 4	3.5 / 3	3 / 3	28 / 29
	<b>mode</b>	4 / 4	4 / 4	4 / 4	4 / 4	4 / 4	4 / 4	4 / 3	4 / 4	32 / 29
	<b>standard deviation</b>	0.53 / 0.46	0.70 / 0.62	0.75 / 0.77	1.05 / 0.72	1.02 / 1.01	0.61 / 0.57	0.87 / 0.66	0.98 / 0.82	4.24 / 3.50
	<b>Kurtosis</b>	0.69 / -1.13	0.99 / 0.98	0.98 / 2.45	2.68 / 0.65	1.98 / 1.49	0.83 / -0.57	-0.02 / -0.60	0.46 / 0.39	0.30 / -0.11
	<b>Skewness</b>	-1.29 / -0.97	-1.18 / -1.38	-1.23 / -1.59	-1.79 / -1.45	-1.51 / -1.24	-0.88 / -0.64	-0.94 / -0.53	-1.03 / -0.92	-0.85 / -0.80
<b>TD / OnL</b>	<b>mean</b>	3.69 / 3.33	3.47 / 3.78	3.44 / 3.67	3.40 / 3.56	3.20 / 3.44	3.50 / 3.11	3.28 / 3.22	3.19 / 2.89	27.12 / 27.00
	<b>median</b>	4 / 3	4 / 4	4 / 4	4 / 4	4 / 3	4 / 3	4 / 3	3 / 3	28 / 28
	<b>mode</b>	4 / 3	4 / 4	4 / 4	4 / 4	4 / 3	4 / 3	4 / 4	4 / 3	32 / 28
	<b>standard deviation</b>	0.52 / 0.50	0.70 / 0.44	0.77 / 0.50	0.99 / 1.33	1.04 / 0.53	0.59 / 0.60	0.85 / 0.83	0.95 / 0.78	4.21 / 3.35
	<b>Kurtosis</b>	1.11 / -1.71	0.94 / 0.73	0.95 / -1.71	2.71 / 9.00	1.55 / -2.57	0.90 / 1.13	0.12 / -1.28	0.68 / -1.04	0.30 / -0.09
	<b>Skewness</b>	-1.46 / 0.86	-1.20 / -1.62	-1.24 / -0.86	-1.75 / -3.00	-1.41 / 0.27	-0.96 / 0.02	-0.95 / -0.50	-1.08 / 0.22	-0.88 / -0.38

Table 6. Basic descriptive statistics of SPC2023 artifacts for Spring 2014 with respect to nonDE vs. DE students (N=141, N=31, respectively) and TD vs. OnL students (N=158, N=9, respectively). Higher values for DE over nonDE and OnL over TD denoted with shaded cell.

Fall 2013: N = 24 Spring 2014: N = 172		Introduction	Organization	Supporting Materials	Oral Citations	Conclusion	Choice of Words (Language and Grammar)	Vocal Expression and Paralanguage	Nonverbal	Total Score
Fall 2013	mean	3.54	3.33	3.25	3.79	2.96	3.17	2.54	2.92	25.50
	median	4	3	3	4	3	3	2.5	3	26
	mode	4	4	3	4	3	3	2	3	26
	standard deviation	0.66	0.70	0.53	0.51	0.62	0.48	0.59	0.72	3.48
	Kurtosis	0.35	-0.70	-0.10	6.26	-0.11	1.06	-0.59	1.22	1.10
	Skewness	-1.16	-0.58	0.24	-2.54	0.02	0.52	0.53	-0.65	-0.79
	SLO goal ( $\% \geq 2$ )	100%	100%	100%	100%	100%	100%	100%	96%	n/a
Spring 2014	mean	3.67	3.49	3.45	3.41	3.22	3.48	3.28	3.18	27.12
	median	4	4	4	4	4	4	3	3	28
	mode	4	4	4	4	4	4	4	4	32
	standard deviation	0.52	0.69	0.75	1.00	1.02	0.60	0.83	0.95	4.12
	Kurtosis	0.56	1.01	1.15	3.00	1.82	0.63	0.08	0.52	0.35
	Skewness	-1.25	-1.21	-1.28	-1.84	-1.45	-0.84	-0.94	-1.03	-0.87
	SLO goal ( $\% \geq 2$ )	100%	99%	98%	95%	93%	99%	96%	94%	

Table 5. Basic descriptive statistics of SPC2023 artifacts for Fall 2013 (24 samples), and Spring 2014 (172 samples). Measured increases from Fall 2013 to Spring 2014 denoted with shaded cell. Percentage of artifacts above SLO goal ( $\geq 2$ ) is listed for all rubric criteria although areas of interest outlined by faculty only include Introduction, Organization, Oral Citation, Nonverbal, and Conclusion.

## Possibilities-Academic Assessment

What are your research questions (curricular and programmatic)?

What support do you need to answer those questions?

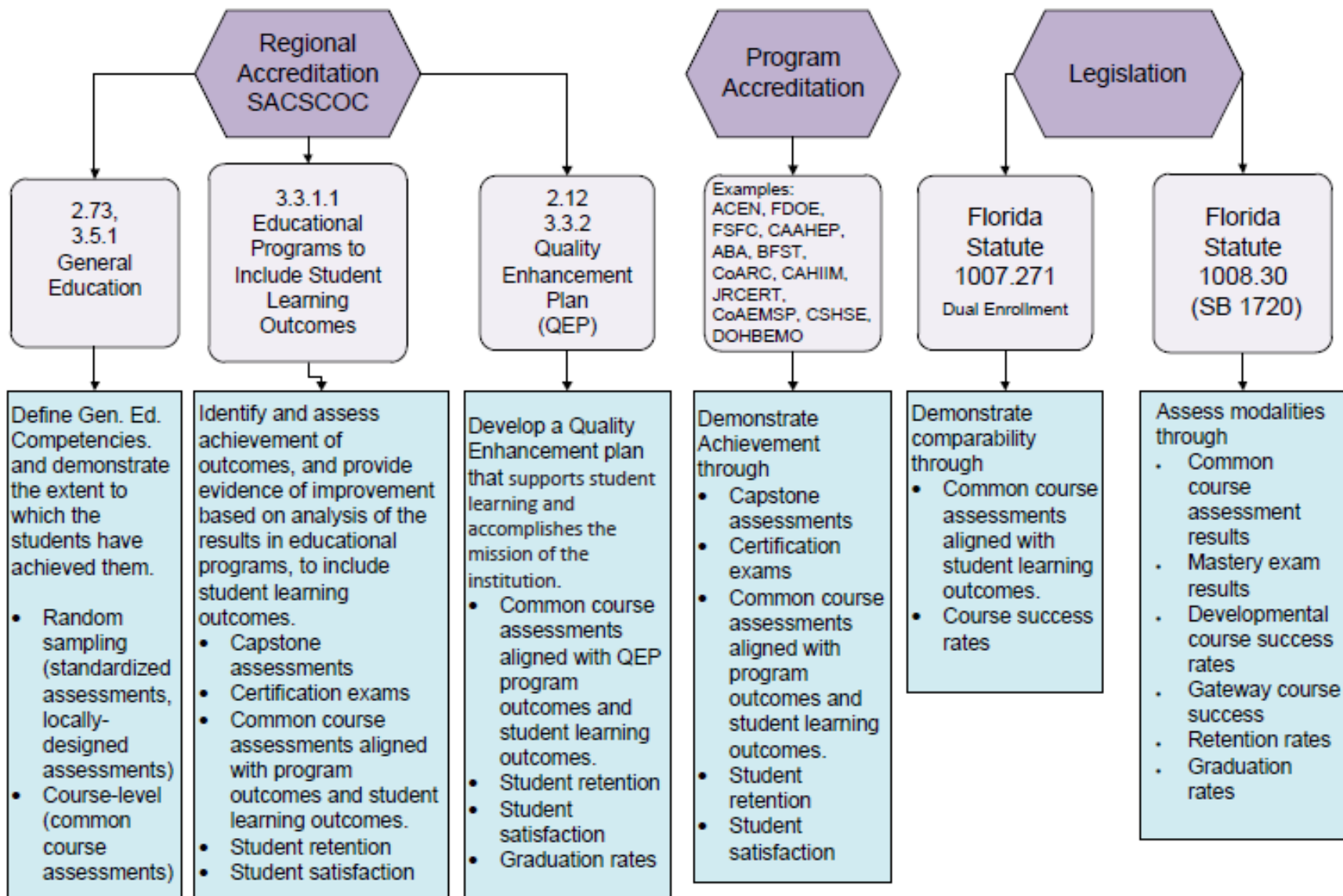
Where do we (as a College) go next with assessment?

Relevant Accreditation Standards and Legislation	Related Academic Outcomes and/or Assessment	Responsible Parties and Available Support
<p><b>SACSCOC 2.7.3:</b> 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. (<a href="http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf">http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf</a>)</p>		
<p><b>SACSCOC 3.5.1:</b> The institution identifies college-level general education competencies and the extent to which students have attained them. (<a href="http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf">http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf</a>)</p>		
<p><b>SACSCOC 3.3.1.1:</b> 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. (<a href="http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf">http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf</a>)</p>		
<p><b>SACSCOC Distance and Correspondence Education Policy Statement:</b> 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. (<a href="http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf">http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf</a>)</p>		

Relevant Accreditation Standards and Legislation	Related Academic Outcomes and/or Assessment	Responsible Parties and Available Support
<p><b>SB 1720:</b> During each academic term, the college will collect and report the following academic achievement data disaggregated by developmental education strategy:</p> <ul style="list-style-type: none"> <li>• Common course assessment results</li> <li>• Mastery exam results</li> <li>• Developmental course success rates</li> <li>• Success in gateway courses (<i>ENC 1101, MAT 1033, MAC 1105, MGF 1106, MGF 1107, STA 2023</i>)</li> </ul> <p><a href="https://sites.google.com/site/fcsdevelopmentaleducation/approved-plans">https://sites.google.com/site/fcsdevelopmentaleducation/approved-plans</a></p>		
<p><b>Florida Statute 1007.271, Dual enrollment programs:</b> Dual enrollment courses taught on the high school campus must meet the <u>same competencies</u> required for courses taught on the postsecondary institution campus. 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 <u>comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes</u> to the faculty member teaching the course.</p> <p><a href="http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1007/Sections/1007.271.html">http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1007/Sections/1007.271.html</a></p>		
<p><b>SACSCOC 2.12:</b> 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.</p> <p><a href="http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf">http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf</a></p>		
<p><b>SACSCOC 3.3.2:</b> 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. <a href="http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf">http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf</a></p>		



# Academic Affairs Assessment-Relevant Standards and Legislation



SACSCOC Distance and Correspondence Education Policy Statement:  
Demonstrate comparability of Distance Ed. with Campus Based Ed.

# Questions

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