General Education Assessment

AY 2017-2018 Review

Dr. Caroline Seefchak, Chair, Learning Assessment Committee
Dr. Eileen DeLuca, Associate Vice President, Academic Affairs
Dr. Joseph van Gaalen, Director, Assessment and Effectiveness

Thursday, May 3, 2018

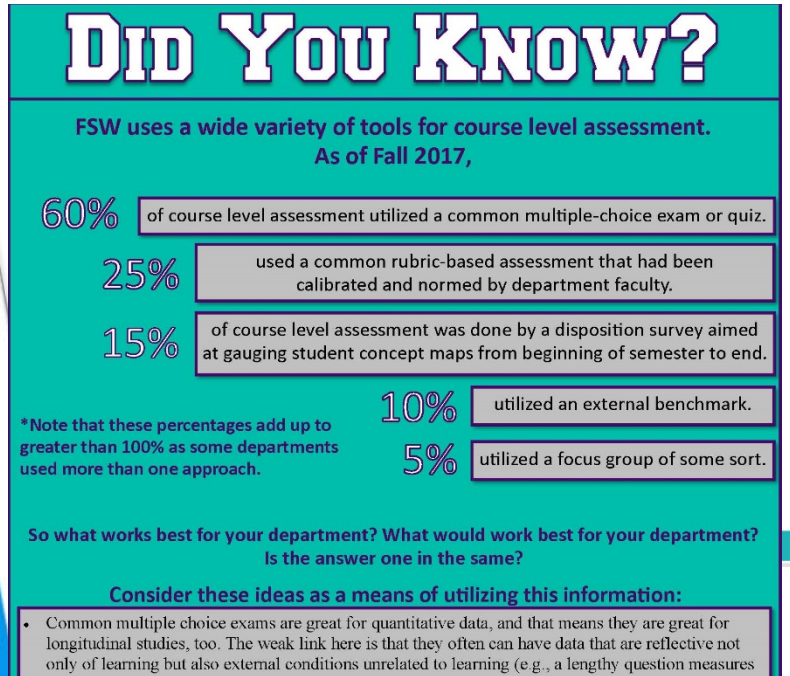
Learning Assessment Committee
Membership & Mission

Marty Ambrose
Patricia Arcidiacono
Andrew Blitz
Leroy Bugger
Dr. Marius Coman
Jane Charles
Dr. John Connell
Dr. Mary Conwell
Dr. Eileen DeLuca
Thomas Donaldson
Dr. Erik Fay
Dr. Julia Kroeker
Margaret Kruger
Fernando Mayoral
Dr. Lisa McGarity
Barb Miley
Colleen Moore
Dr. Shawn Moore
Dr. Kristi Moran
Dr. Katie Paschall
Jennifer Patterson
Dr. Elijah Pritchett
Dr. Eric Seelau
William Stoudt
Dr. Caroline Seefchak
Dr. Amy Trogan
Dr. Joseph van Gaalen
Dr. Richard Worch

The Learning Assessment Committee develops and recommends procedures and best practices that provide the College with measureable data to assess student learning.

The Learning Assessment Committee assists academic disciplines to develop plans for assessment strategies, rubrics, and methods for using data to make changes in the delivery of course material to promote student success.

- ***DataVersed*** – monthly publication of the Learning Assessment Committee
- ***Did You Know?*** – twice-yearly informational piece



Professional Development in Response to AY 2016-2017 Assessment Study

- ***Assessment Workshop 101 – continues following Fall 2015 pilot***

  Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca

- ***An Overview of Classroom Assessment Techniques (CATs) to Improve Student Learning***

  Caroline Seefchak

- ***It's Data-licious 2: The MCQ***

  Joseph van Gaalen

- ***Don't Limit Your Students: Sources for Research Assignments***

  Jane Charles

General Education Assessment History

Spring 2014: Formation of General Education Assessment Subcommittee (GEAS)

Summer 2014: GEAS adopted faculty driven model measuring achievement through locally designed assignments / assessments and guidelines for 2014-2015 GenEd Assessment & Assignment Template

Fall 2014: Implementation of General Education model (all 5 competencies as pilot)

Spring 2015: Completed pilot study analysis of Fall 2014 data; Recommendations: 1) Professional development in assignment guidelines and 2) Identified competencies for future study

Fall 2015: 2nd Yr of GEAS-adopted GenEd Assessment model: Assessing COM, Professional development on COM and QR

Spring 2016: Completed 2nd Yr (on COM); Recommendations: 1) Development of Dual Enrollment participation, Professional development on supporting students' writing

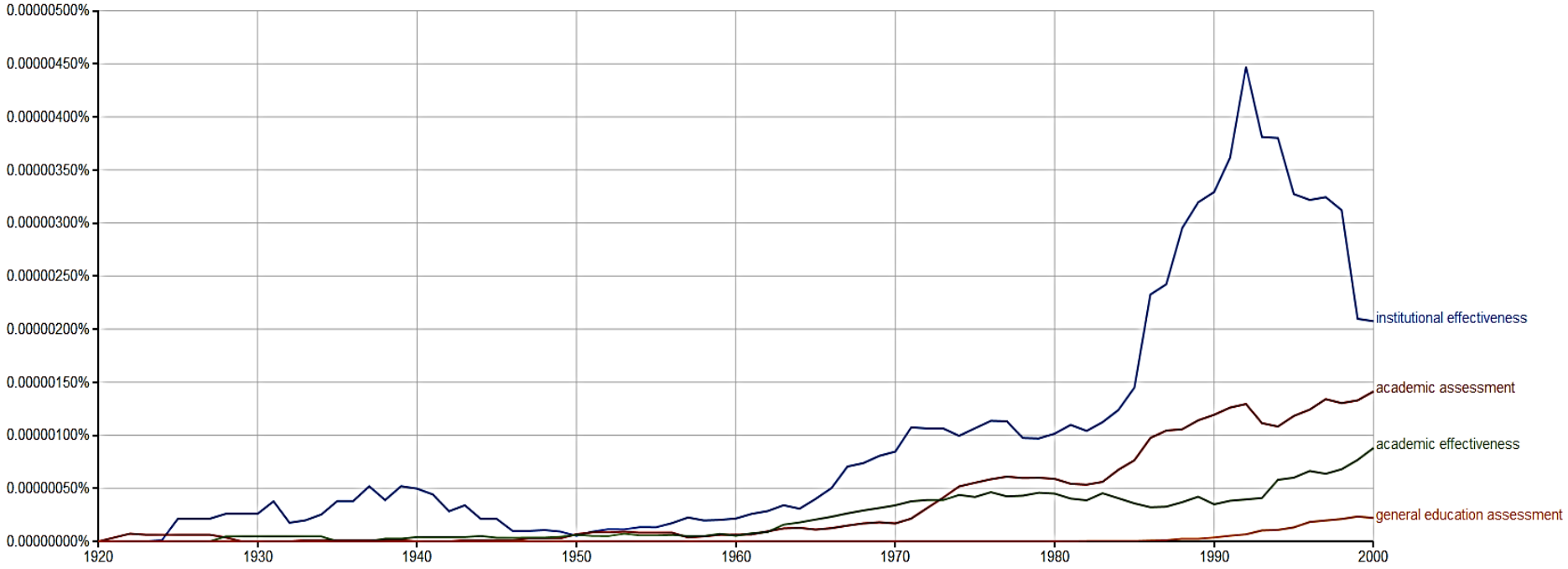
Fall 2016: 3rd Yr of GEAS-adopted GenEd Assessment model: Assessing CT & QR, Professional development in student writing support

Spring 2017: Completed 3rd Yr (on CT & QR) while preparing for new assessment sampling model based on faculty-identified competencies. (Competencies in place Fall 2016)

Summer 2017: Summer rubric group wrote 3 (4) FSW based rubrics for GenEd competencies & selected rubrics to be used as guides for AY 2017-2018.

Fall 2017: 1st Yr of random sampling method (for "R" and "I") based on courses identified by faculty as integrally aligned with competency.

Assessment: References in published books



General Education Assessment Goals

⇨ ***To re-address the efficacy of the currently installed rubrics used for General Education Assessment as a measurement tool for FSW's General Education.***

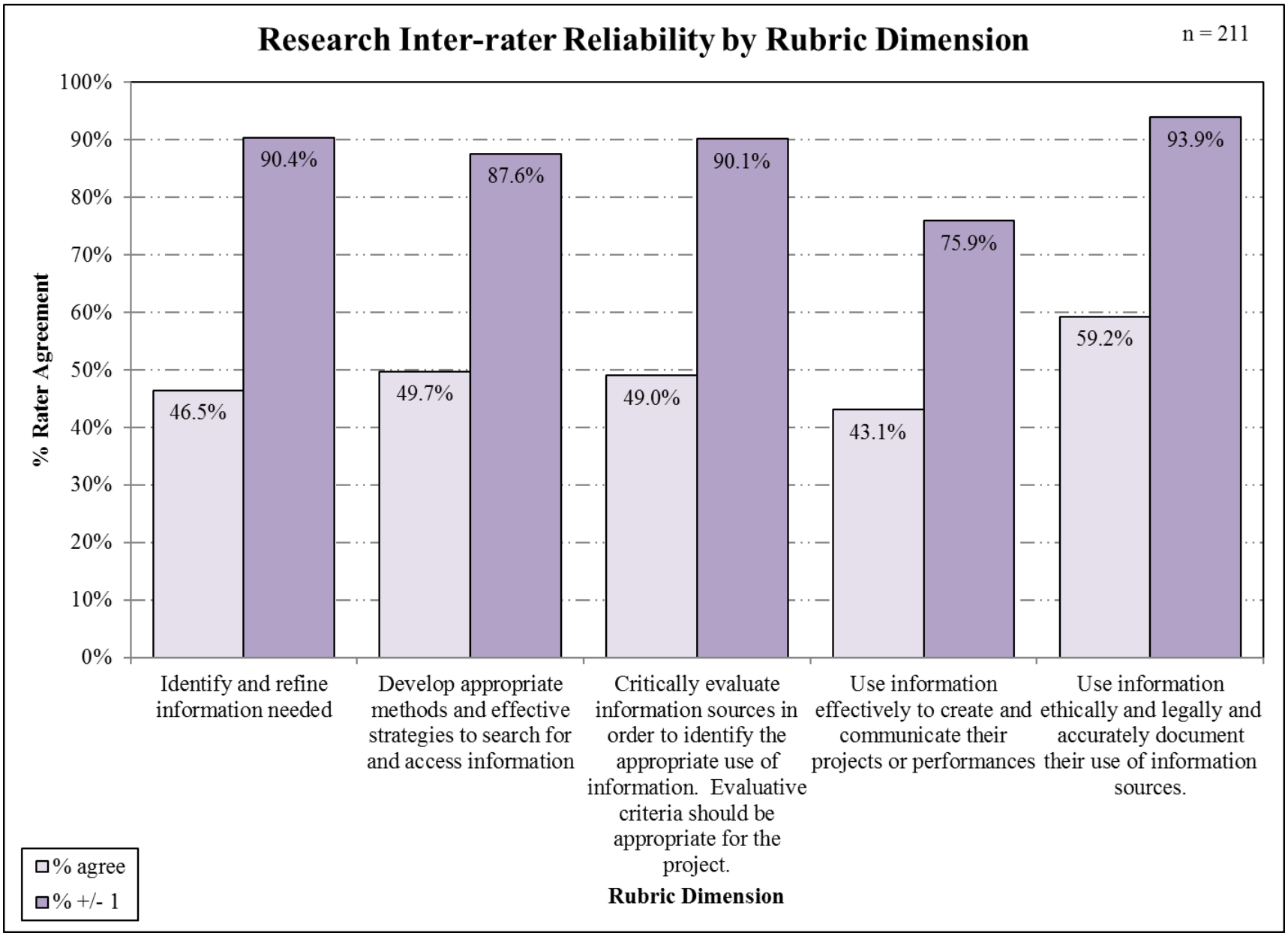
⇨ ***To measure achievement of the General Education competencies across disciplines.***

General Education Assessment
Generalities

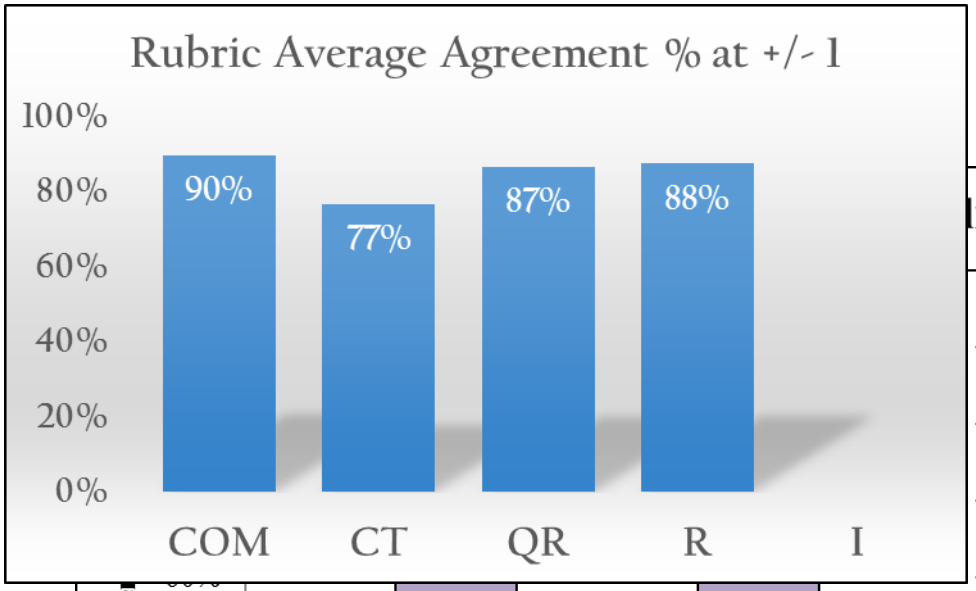
- **53 assignments collected from 53 randomly selected courses from either "Research" or "Investigate" identified courses (25 "I", 28 "R") spanning 17 disciplines and encompassing 735 individual artifacts.**
- **By comparison, AY 2016-17 had 47 volunteered assignments spanning 9 disciplines with 885 artifacts.**
- **All college locations (Charlotte, Collier, Hendry-Glades, and Thomas Edison {Lee}) represented in the study as well as FSW Online and Offsite locations (concurrent dual enrollment).**
- ***14* volunteers serving in seven scoring groups scored a sample of *382* artifacts (52% of total artifacts). (AY 16-17 was 376, for 42%)**

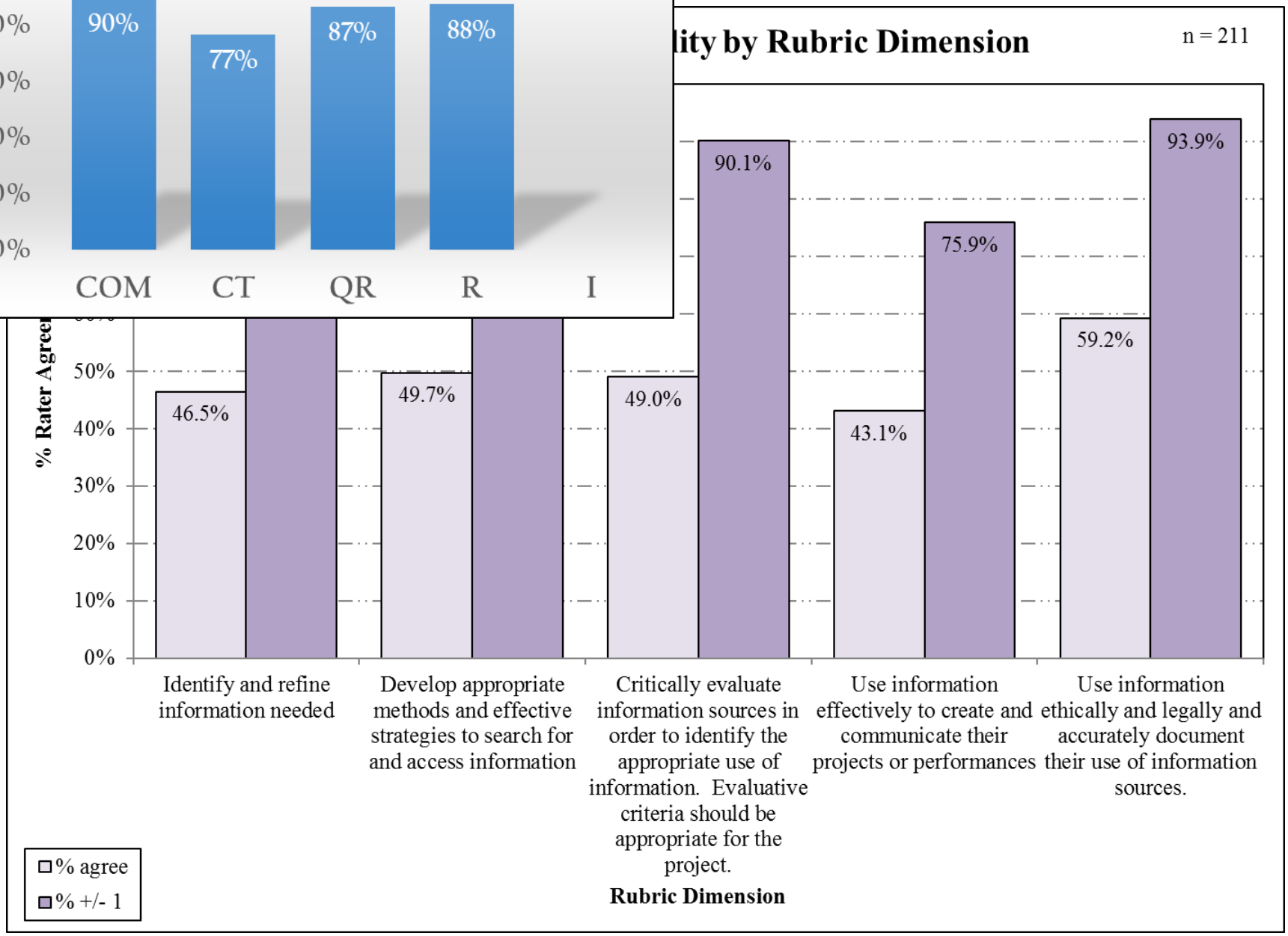
  Marty Ambrose, Jane Charles, Marius Coman, Tom Donaldson, Dale Hoover, Julia Kroeker, Fernando Mayoral, Barbara Miley, Colleen Moore, Shawn Moore, Katie Paschall, Jennifer Patterson, Eric Seelau, Bill Stoudt

Research Keene State College Rubric
Inter-rater Reliability

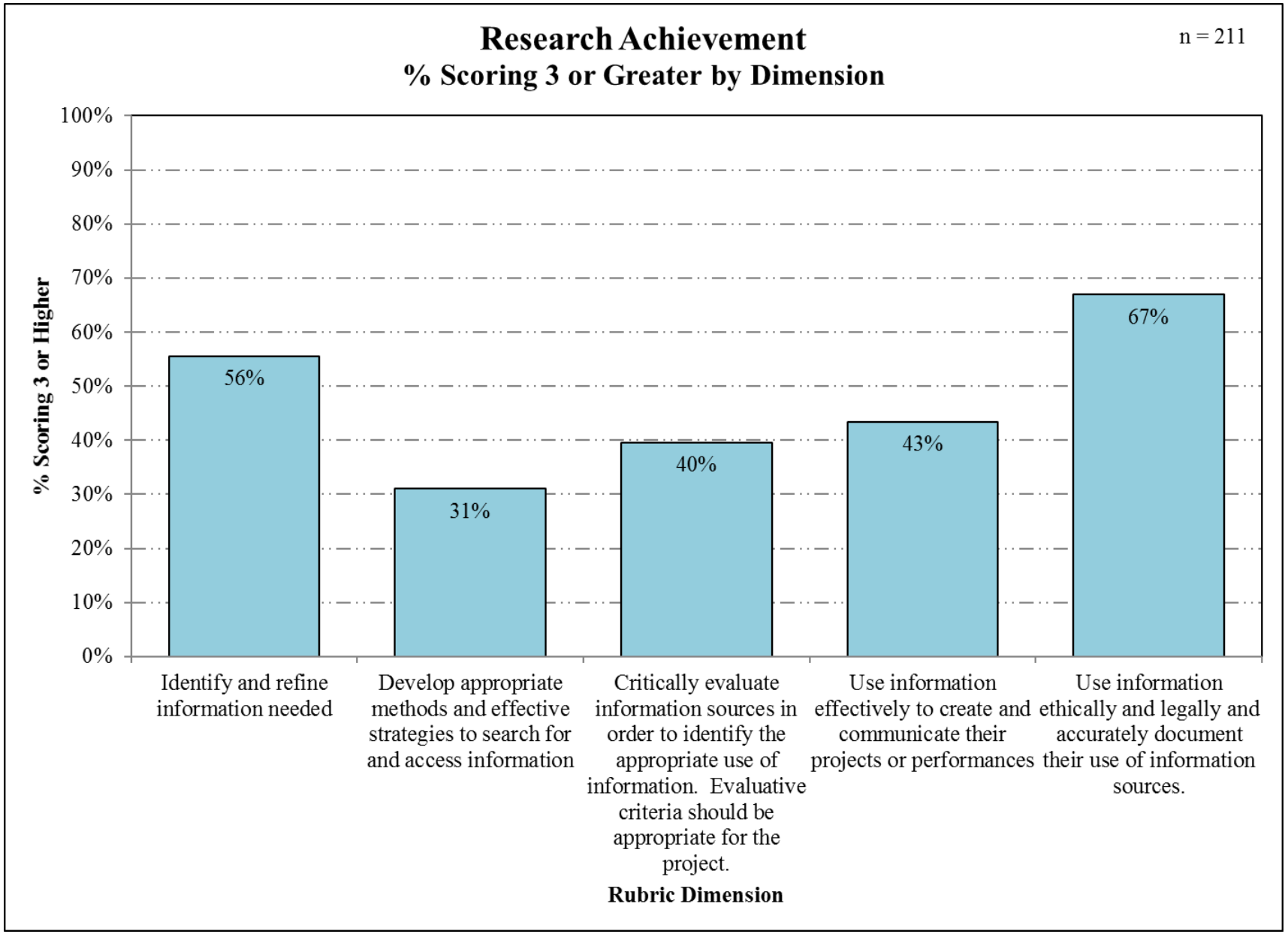


Research Keene State College Rubric
Inter-rater Reliability





Research Keene State College Rubric
Achievement



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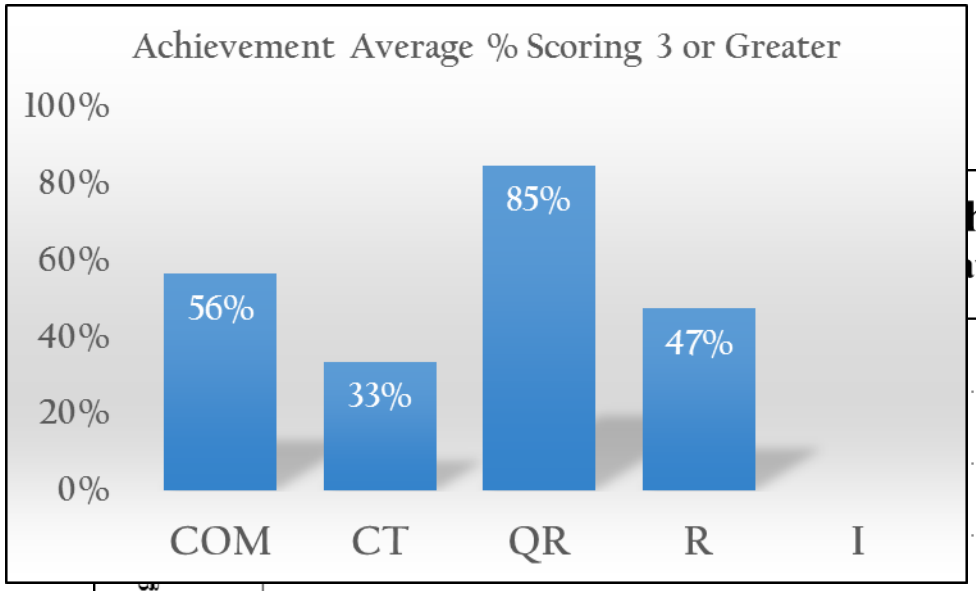

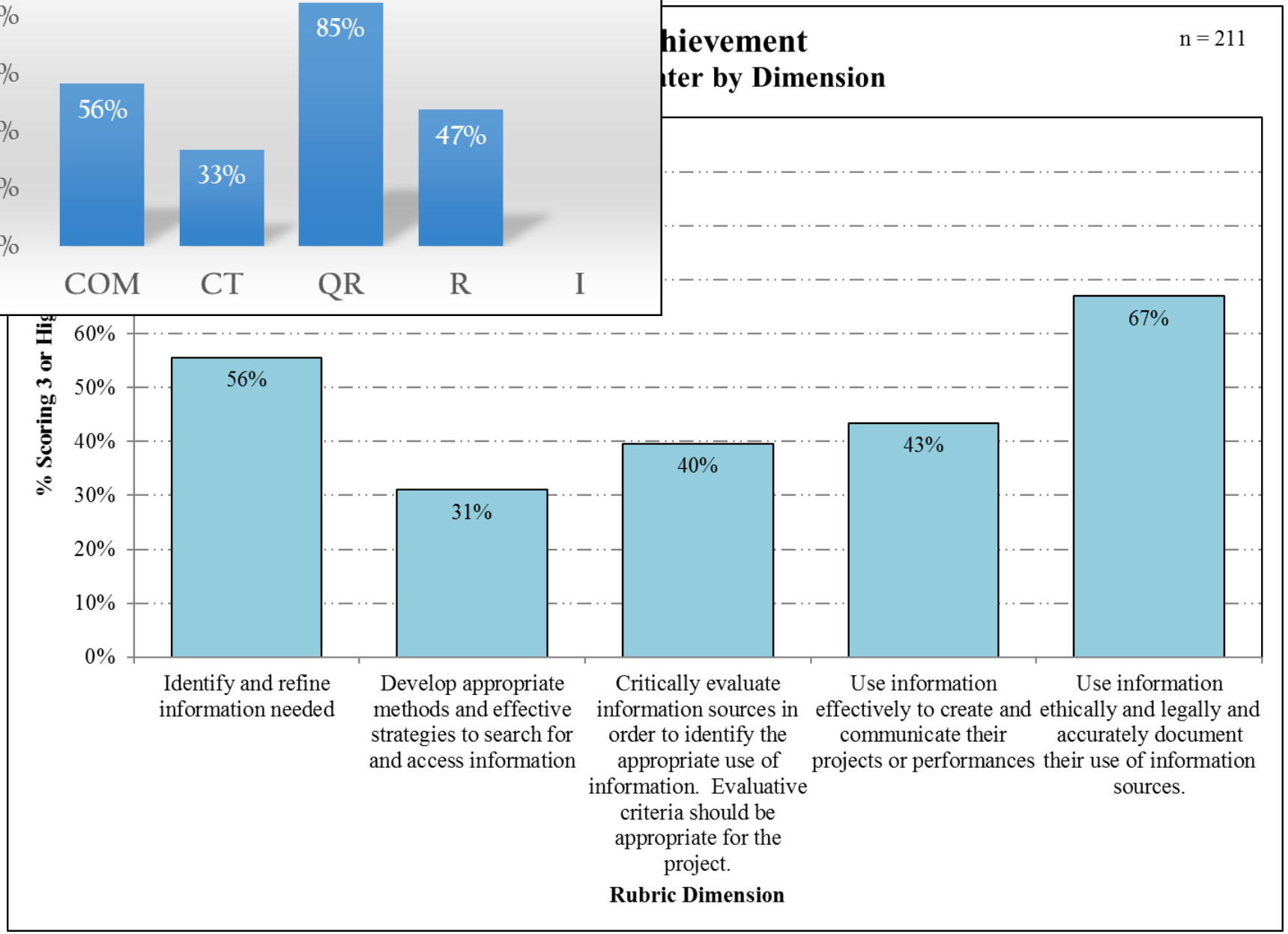

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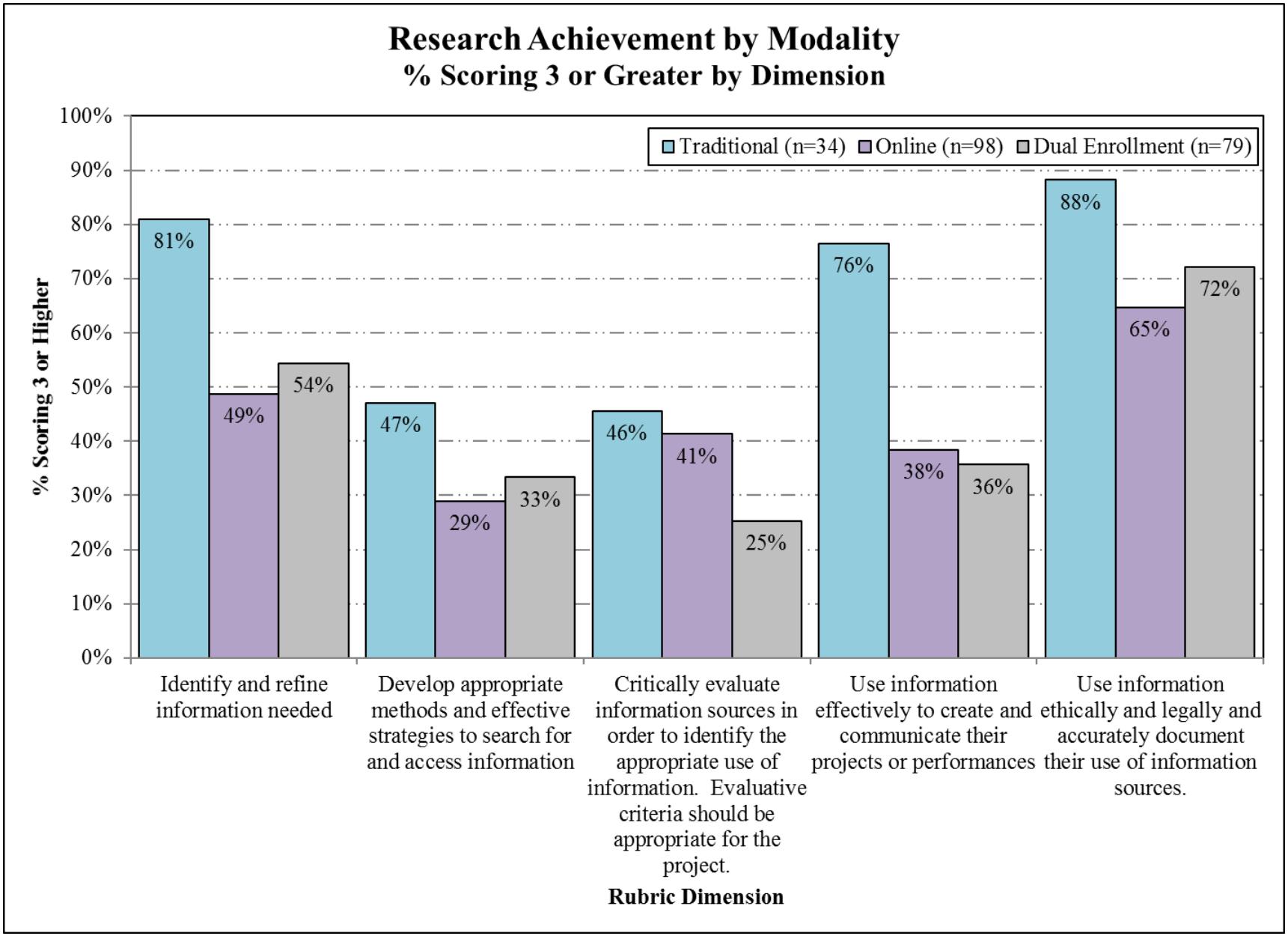


Research Keene State College Rubric
Achievement

Critical Factors[1]

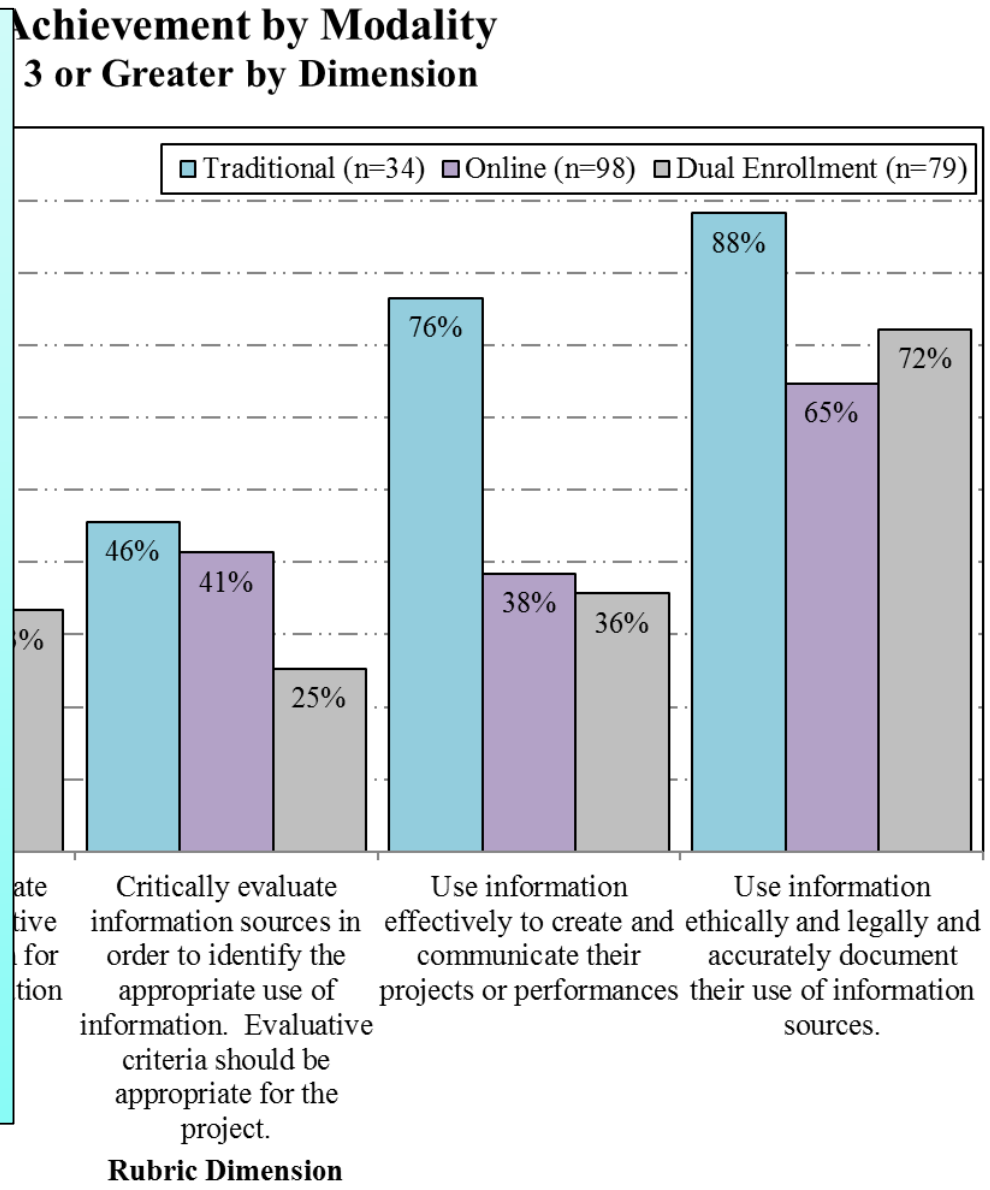
1. Goals
2. Content
3. Instructional design
4. Learner tasks
5. Instructor roles
6. Student roles
7. Technological affordances
8. Assessment

[1]*Reeves, T.C. 2006. How do you know they are learning?: the importance of alignment in higher education. International Journal of Learning Technology, 2(4).*

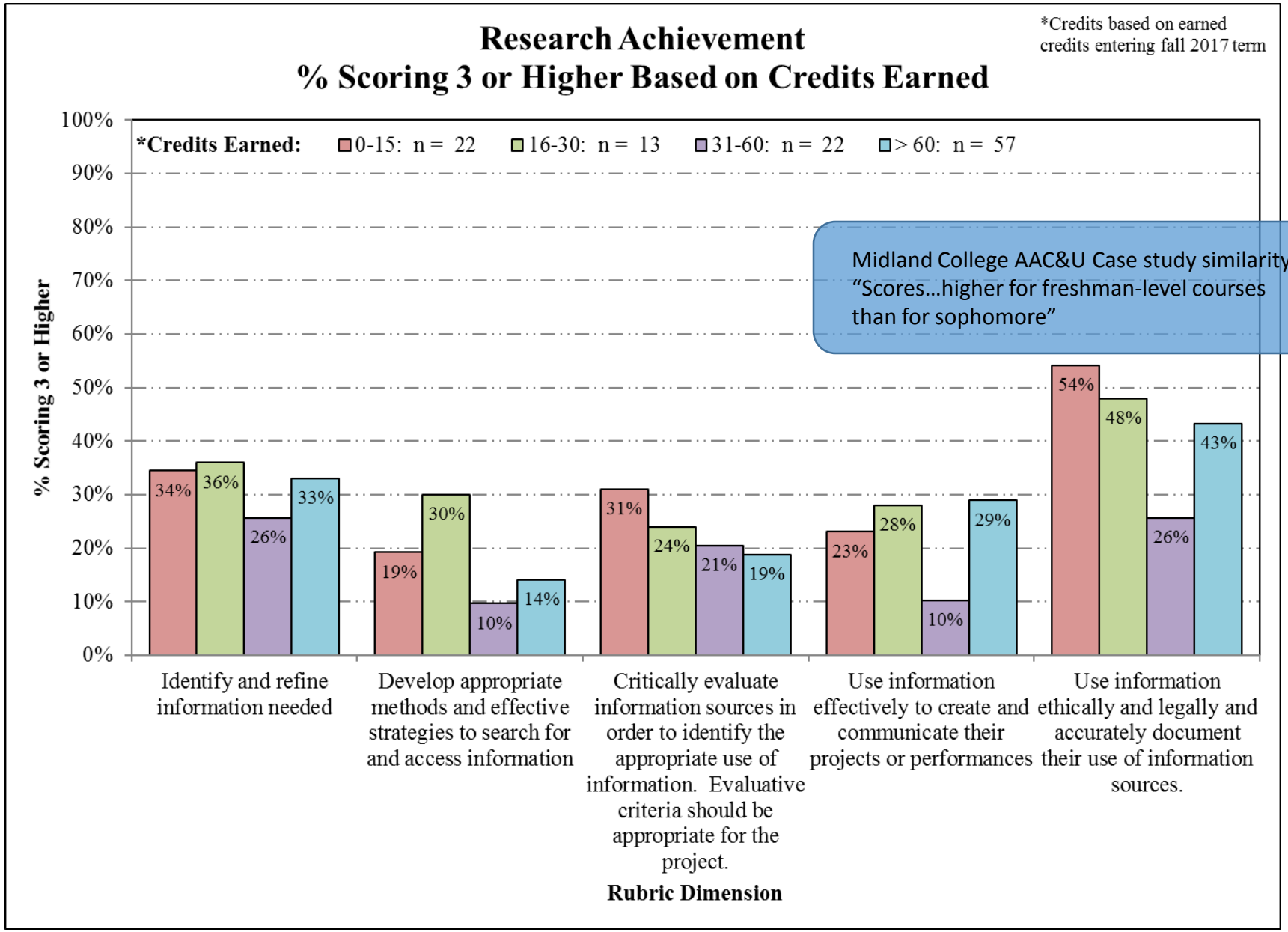
Assessment related critical factors

- Task/rubric alignment

Only after task/rubric alignment can #8 be measured against #1 through #7.



Research Keene State College Rubric Achievement



Research Keene State College Rubric

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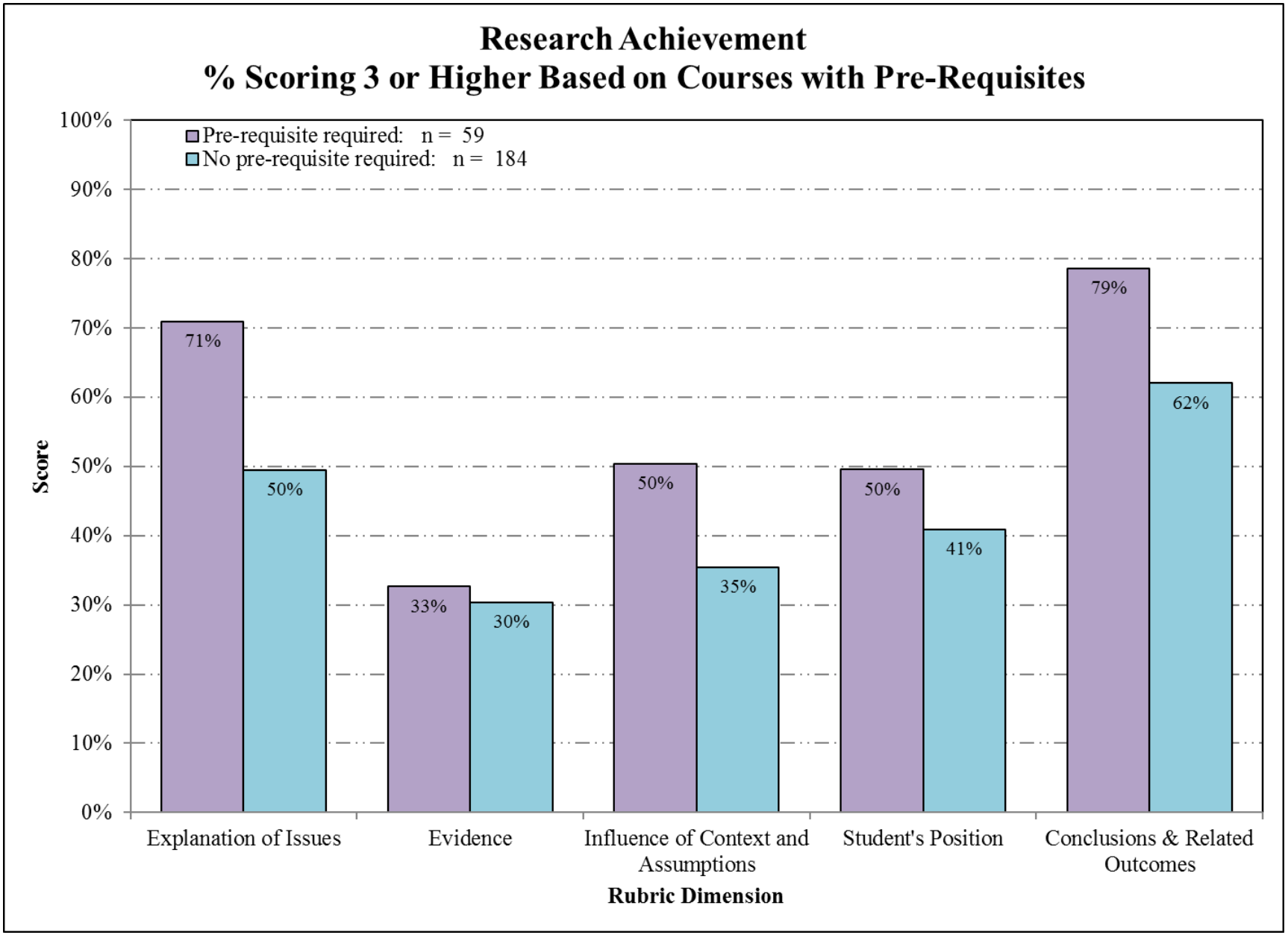

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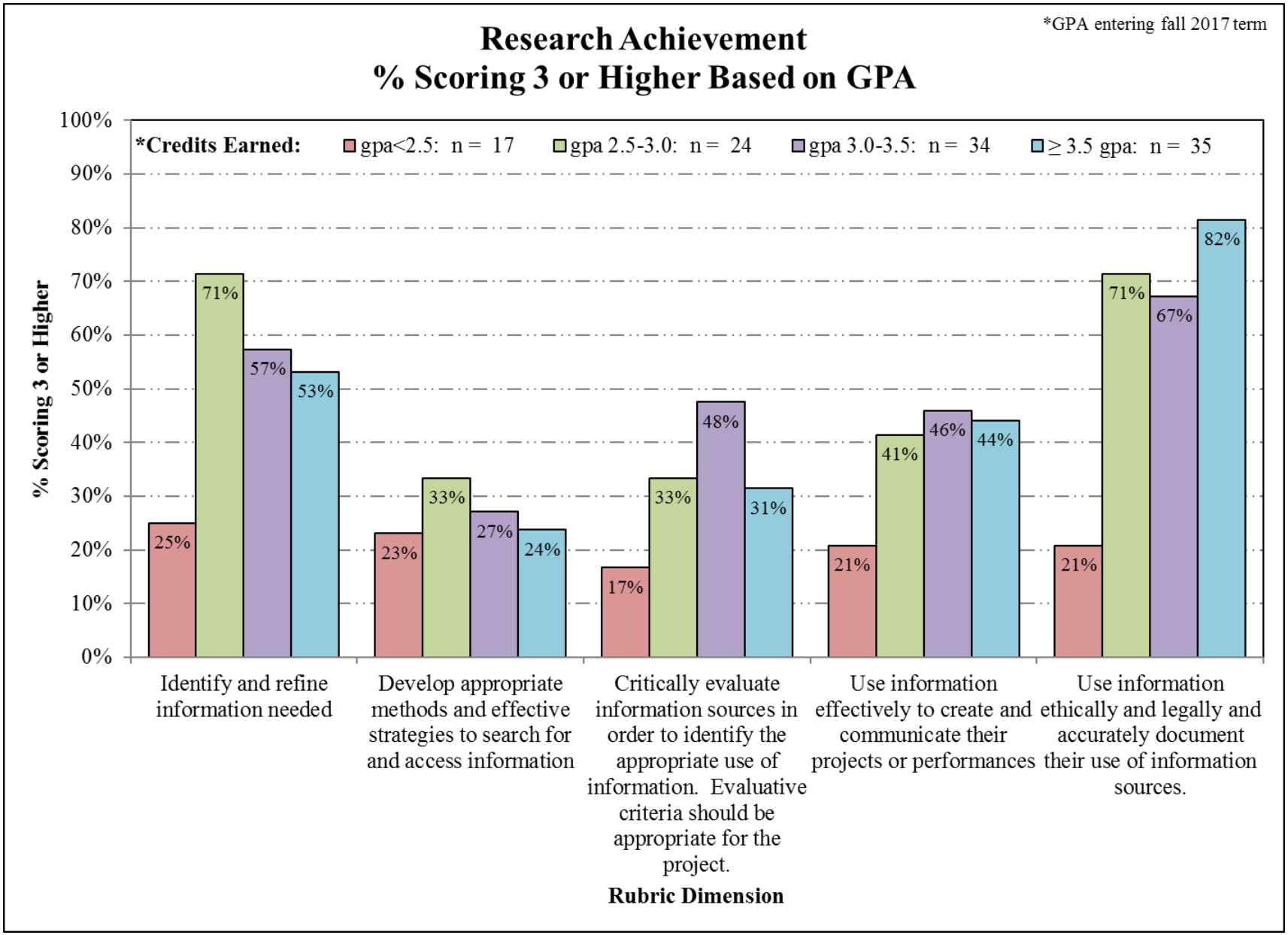


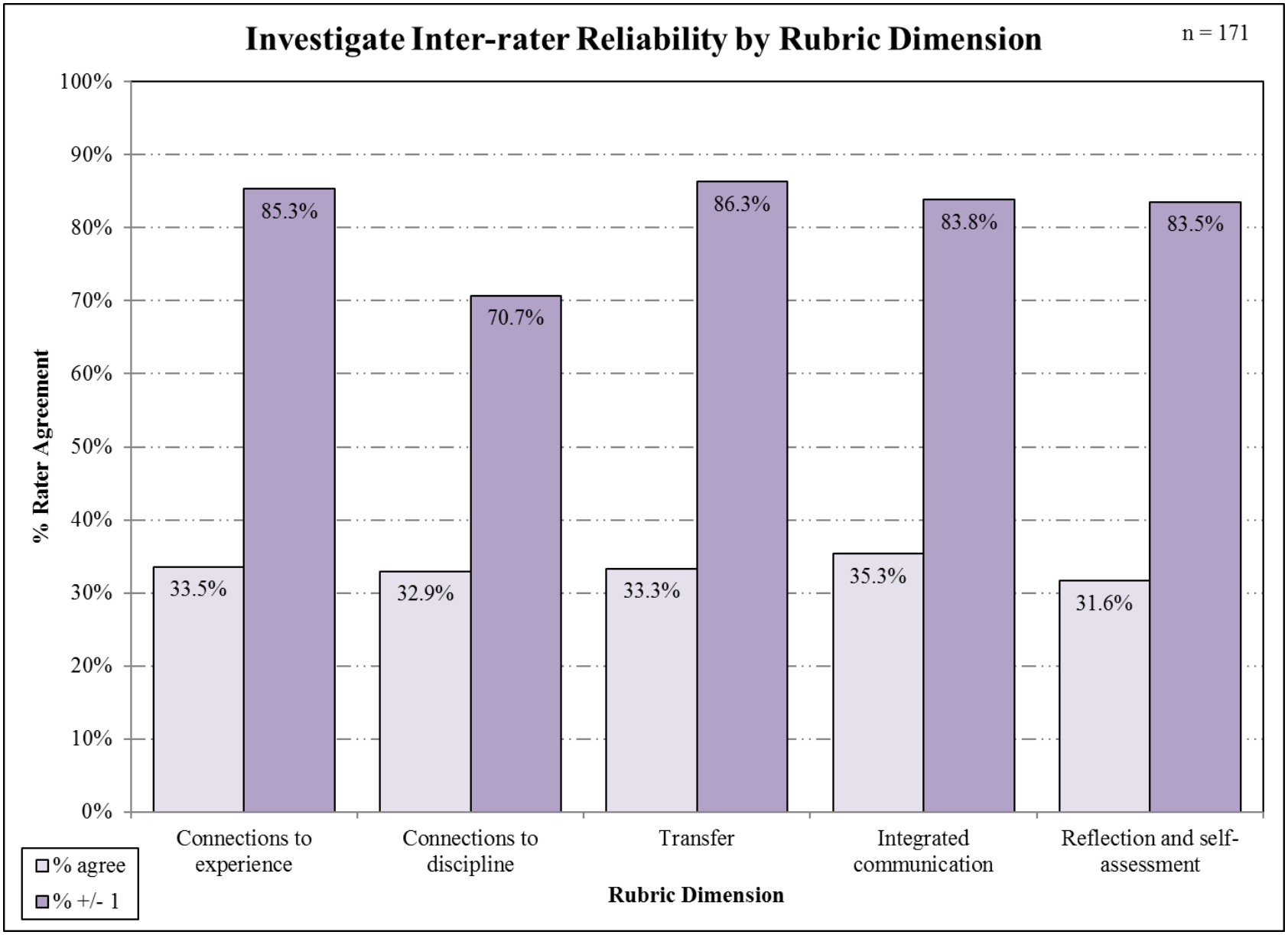
Overall Response:

Adequate, but not sure it is best suited for FSW needs. Good for certain types of assignments, but not all. Some dimensions are always going to be difficult because they are very assignment specific.

Trends in Responses:

- Often the rubric addresses areas the assignment does not call for (entire dimension can't be scored). The 1st, 2nd, 3rd, and 5th dimensions were called out by different scorers.
- Didn't like the "sending to another rubric."
- Dimensions don't seem too similar (little overlap).

Investigate AAC&U VALUE Rubric
Inter-rater Reliability



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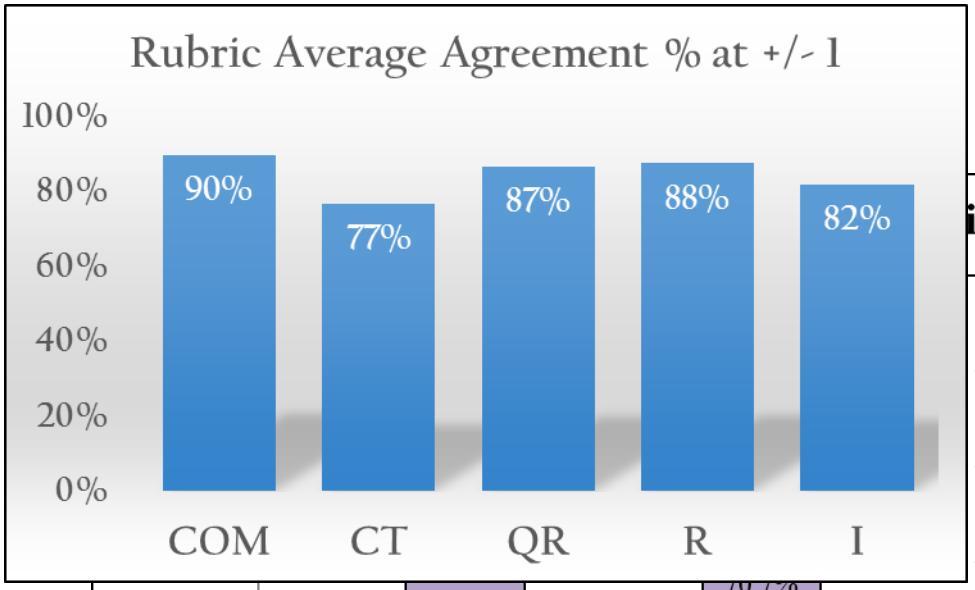

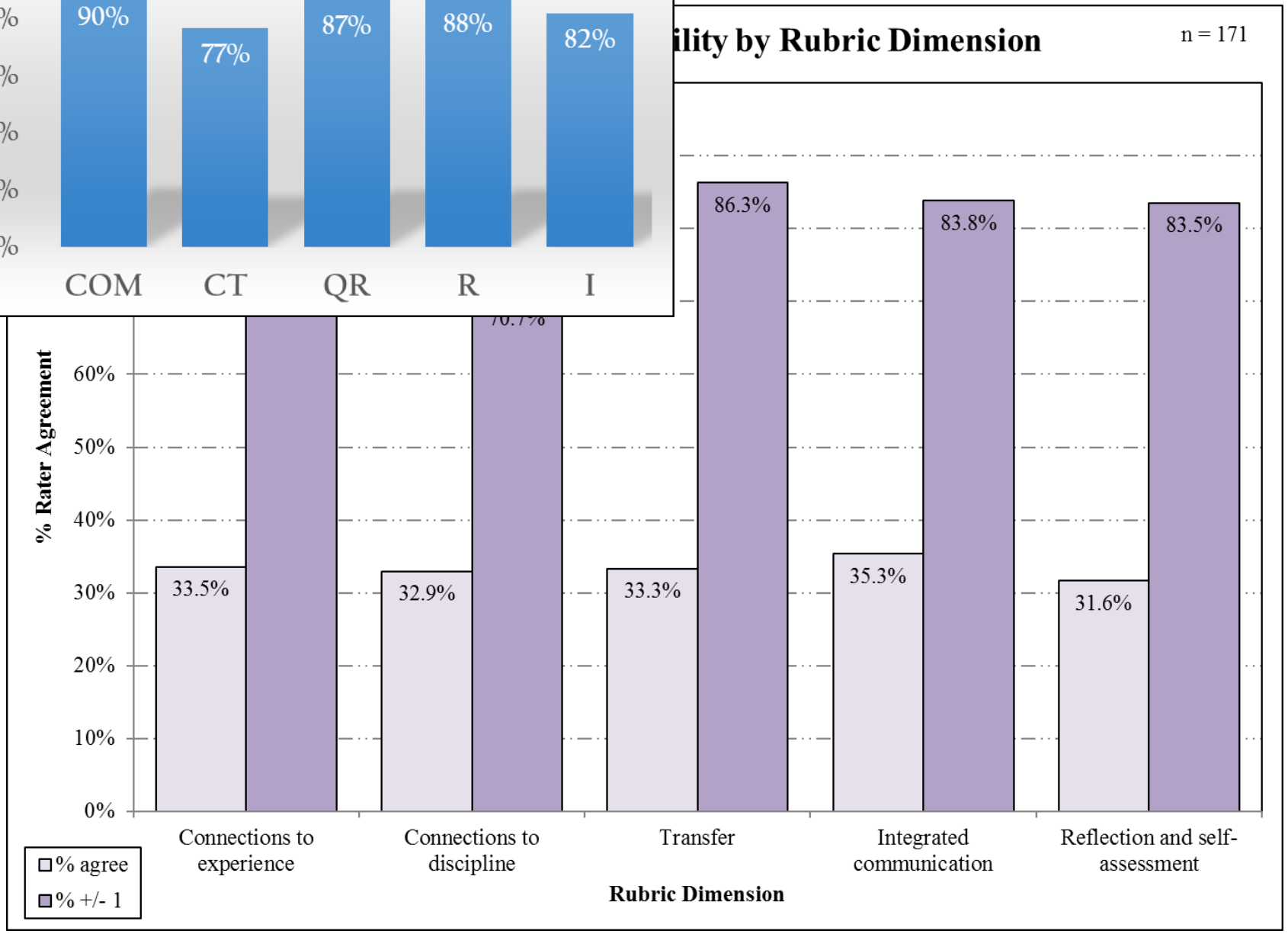

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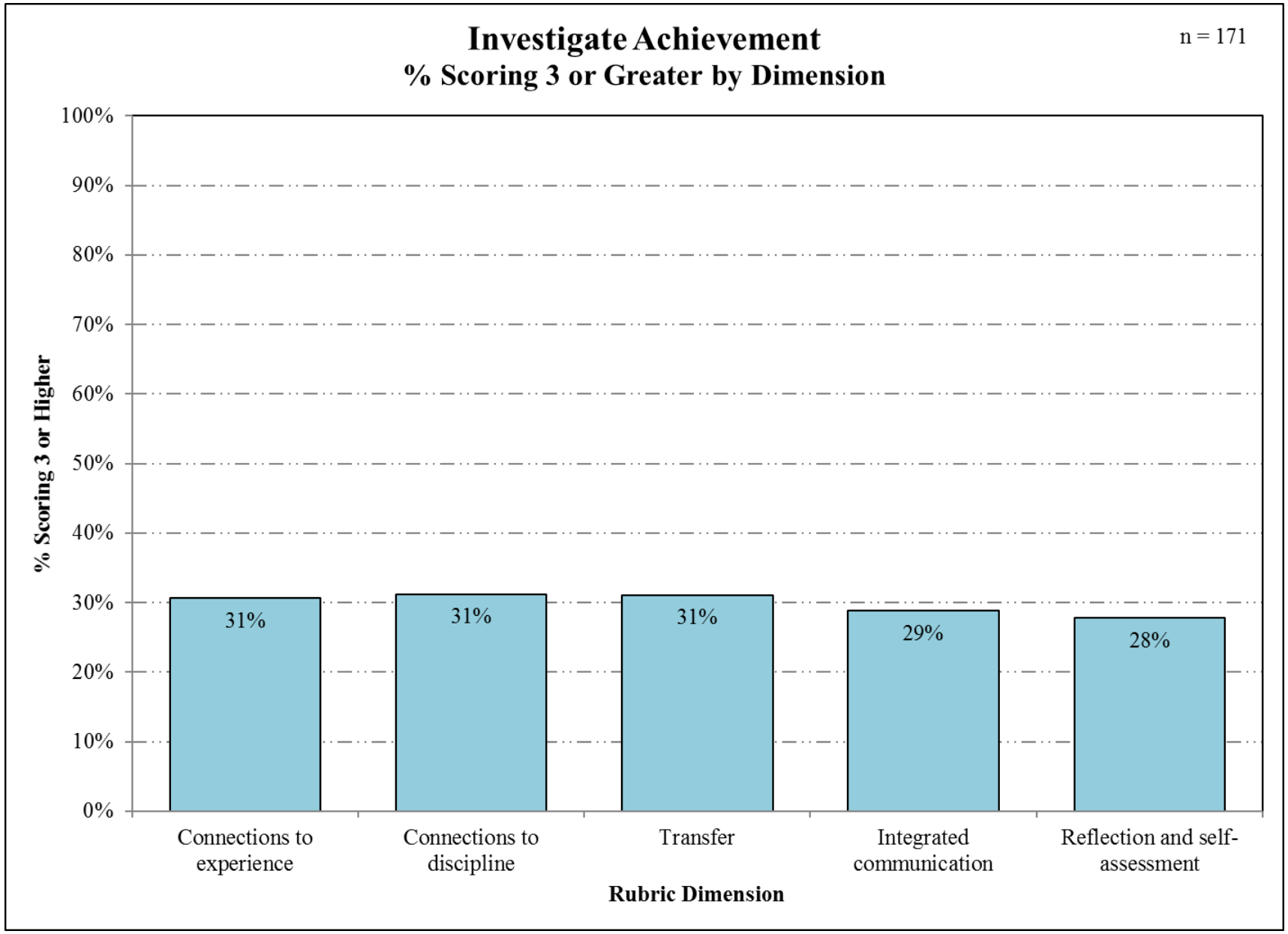

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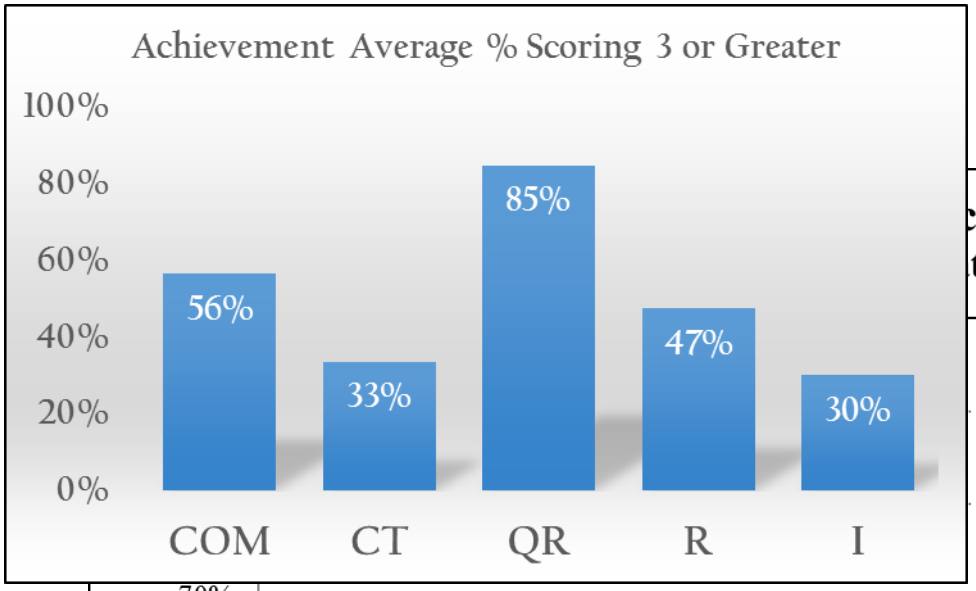

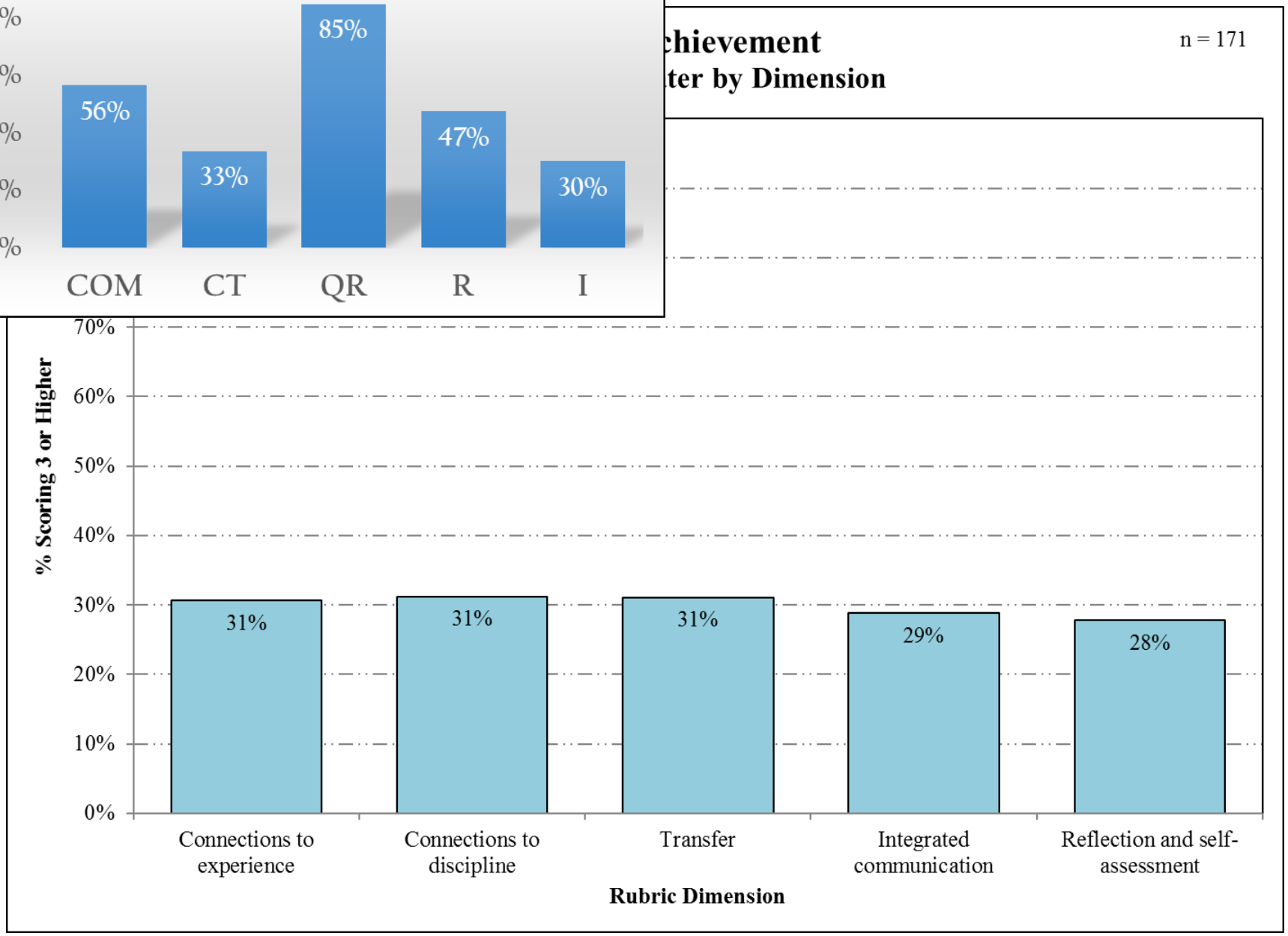

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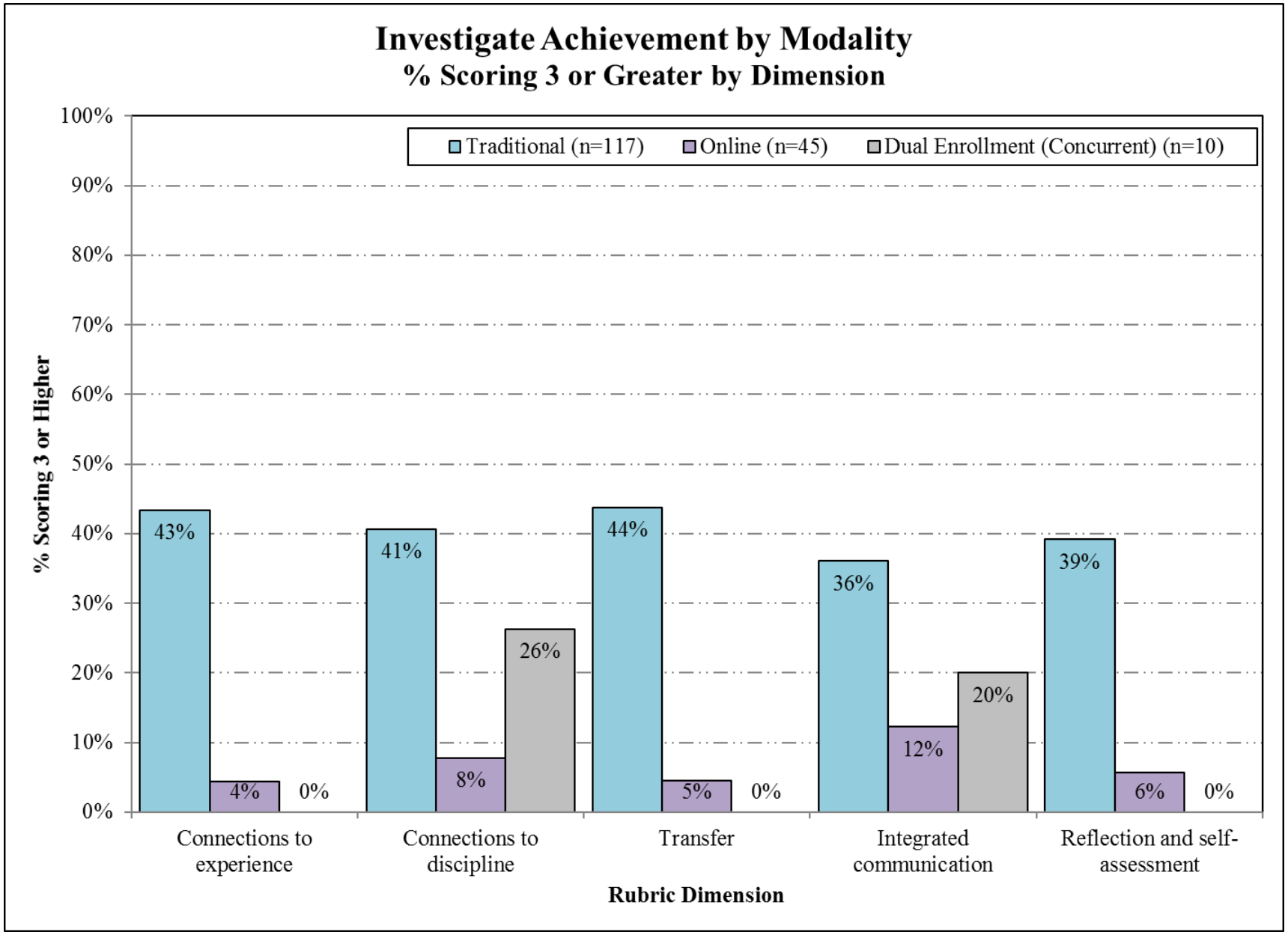

Investigate AAC&U VALUE Rubric
Achievement

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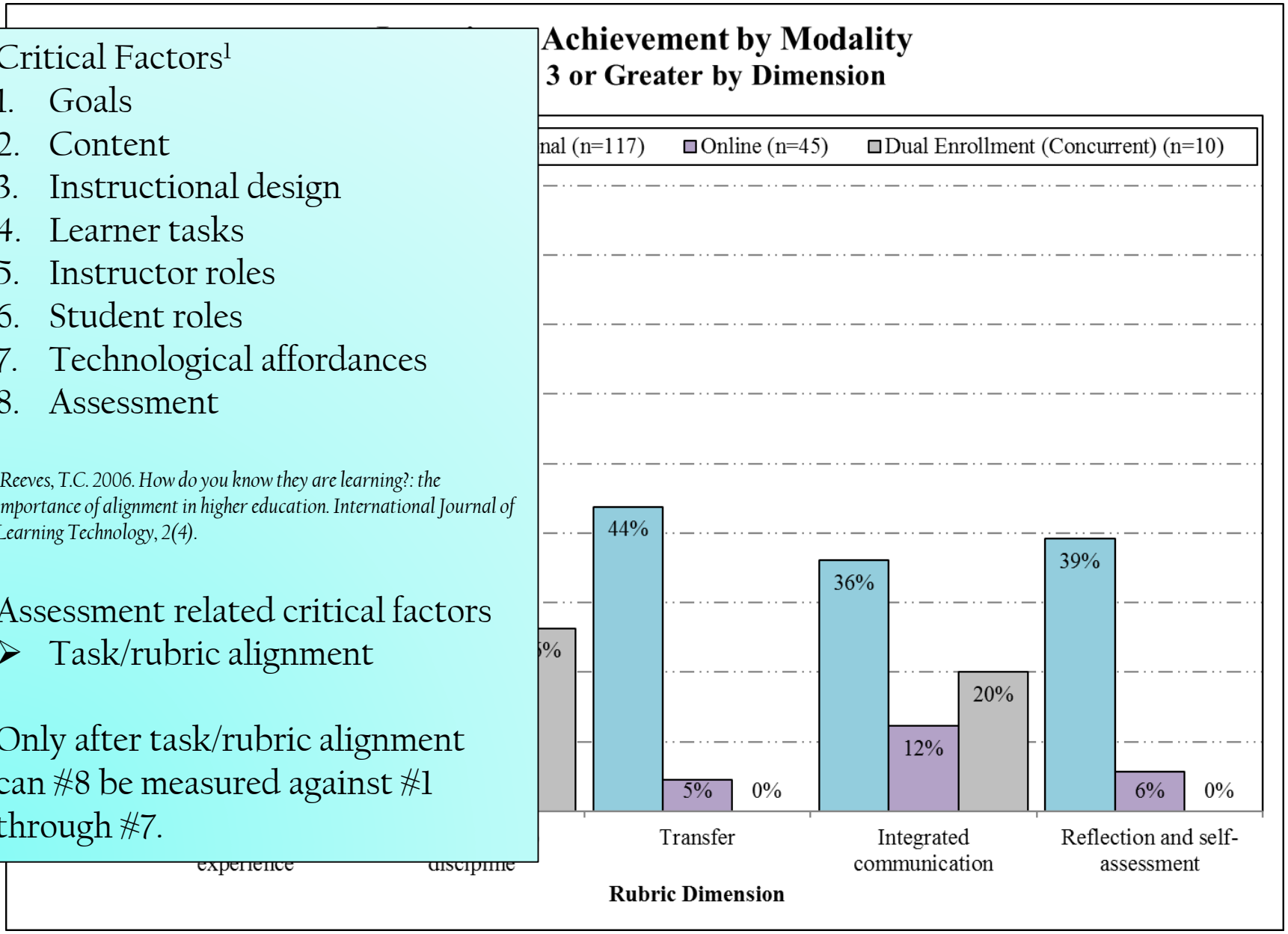
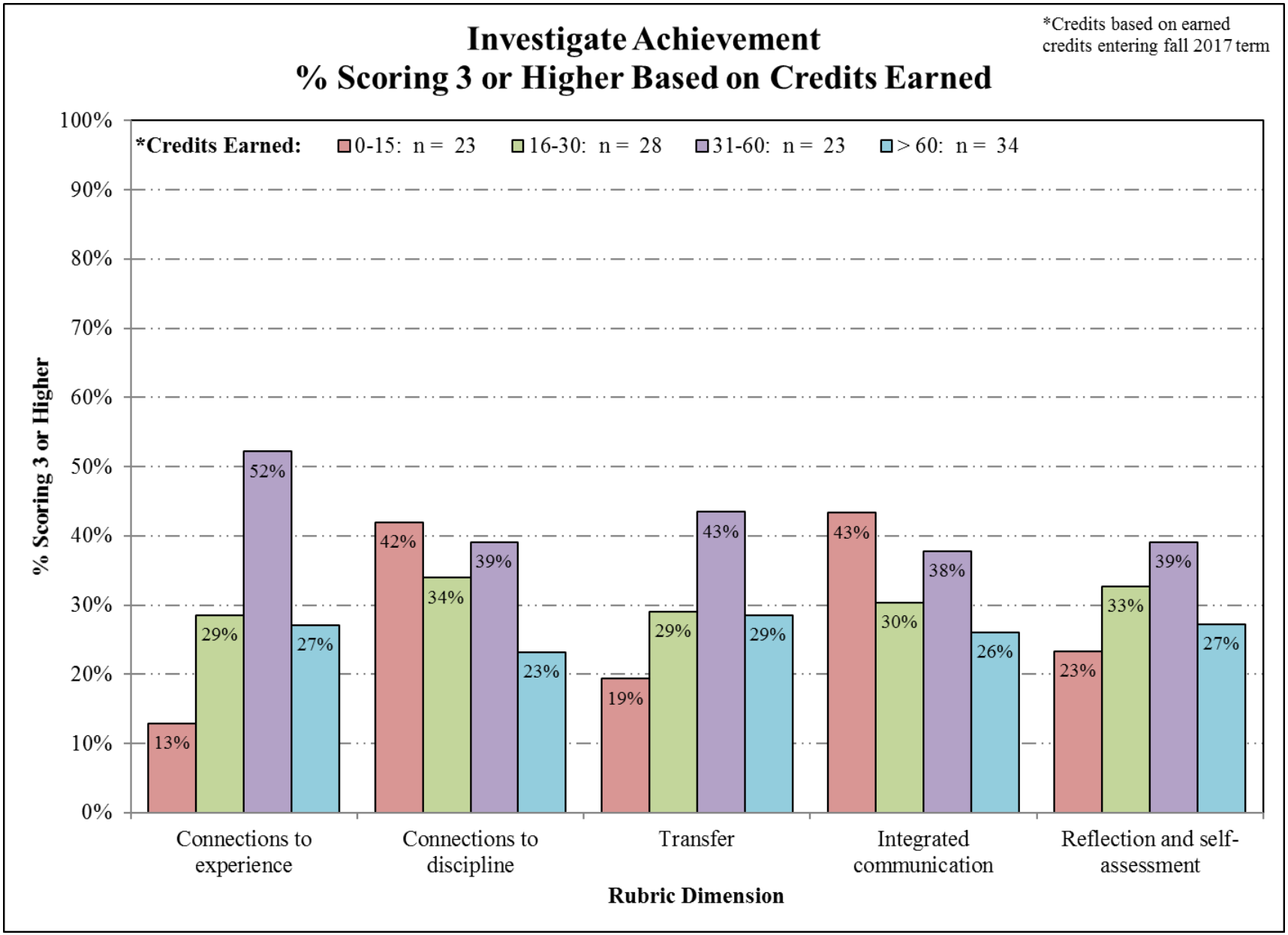
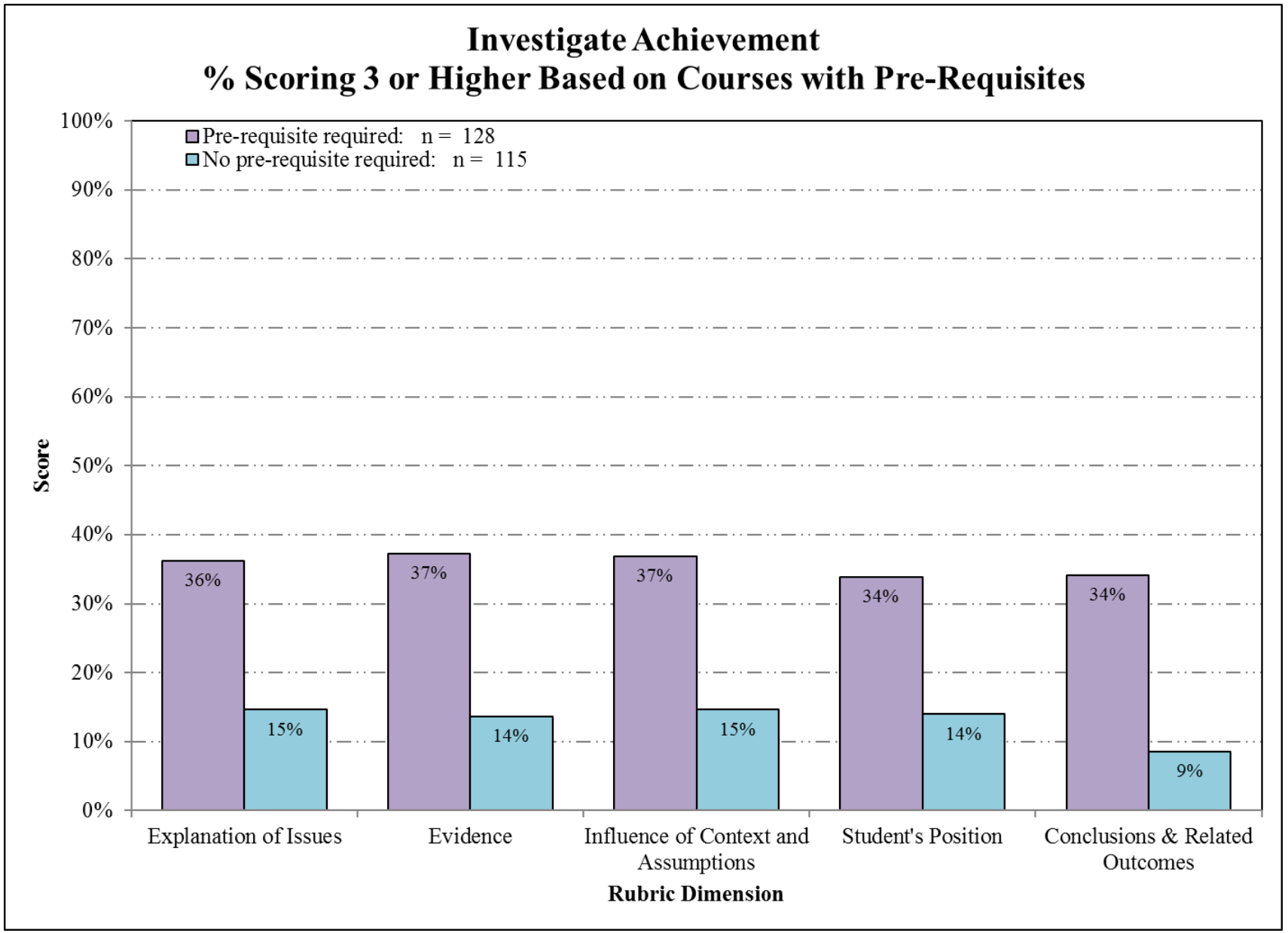
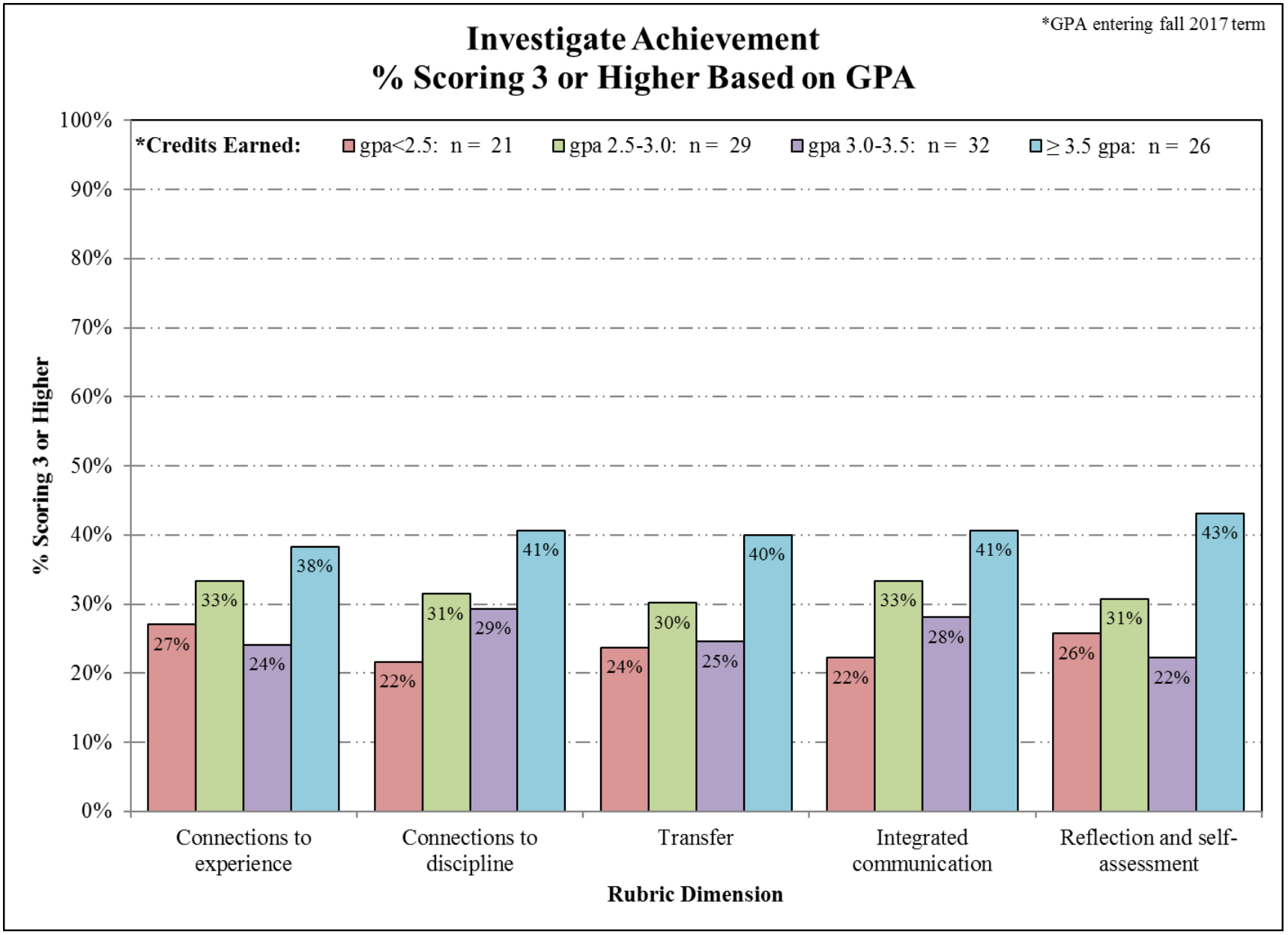



Investigate Achievement
% Scoring 3 or Higher Based on Credits Earned
*Credits based on earned credits entering fall 2017 term
*Credits Earned:
0-15: n = 23
16-30: n = 28
31-60: n = 23
> 60: n = 34
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Scoring 3 or Higher
13%
29%
52%
27%
42%
34%
39%
23%
19%
29%
43%
29%
43%
30%
38%
26%
23%
33%
39%
27%
Connections to experience
Connections to discipline
Transfer
Integrated communication
Reflection and self-assessment
Rubric Dimension

Investigate AAC&U VALUE Rubric Achievement



Investigate AAC&U VALUE Rubric Achievement



Investigate AAC&U VALUE Rubric
Scoring Feedback

Overall Response:

Made attempt at addressing transdisciplinary thinking, which is not an easy task, but didn't fully achieve this goal.

Trends in Responses:

- Poor alignment between assignment and rubric dimensions.
- 1st and 5th rubric dimensions appear to cover some of the same ground.
- Very few assignments really tapped into the concept of "Investigate."

General Education Assessment Considerations

1. AY 2018-2019 focus: "Visualize" and "Engage."

   Complete/planned in black: C R E A T I V E

2. What professional development plans (and continuations) for AY 2018-2019?
   A. Summer Rubric Work Group
      i. Selection of rubrics for "V" and "E"
      ii. Revising rubrics for FSW purposes for "Research" and "Evaluate."
   B. Future professional development.
      i. Writing "Investigate" assignments?
      ii. Evaluating your competencies (Integral & Supplemental)?

General Education Assessment
Integral Courses for Engage & Visualize

Engage

BCN 1040	ECO 2013	FFP 1832	MAN 3303
BUL 2241	EDE 3315	FFP 2111	NUR 3655
CJE 2711	EDE 4223	FFP 2120	PAD 2949
CJL 2610	EMS 2119L	FFP 2630	PAD 3003
CLP 1001	EMS 2421	FFP 2706	PAD 4932
COP 2800	EMS 2601L	FFP 2740	PLA 2880
CPO 2001	EMS 2602L	FFP 2741	SLS 1331
CTS 2142	EMS 2646L	FFP 2810	
DEH 2702L	EMS 2661L	HUS 2842L	
DSC 2242	FFP 1505	HUS 2843L	

Visualize

ART 1201C	EDG 4004	HUM 2410	SYG 1010
BCN 1272	EGS 1001	HUS 2551	TRA 2402
COM 2460	ETD 2340	MAN 3301	TSL 4080
CCJ 1010	FFP 1825	PAD 4414	TSL 4140
CHD 1332	FFP 2521	PLA 2202	
CJE 2770C	GEB 1011	PLA 2800	
CTS 1131	HUM 2020	INR 2002	
DEH 2702	HUM 2211	RMI 2001	
EDF 2085	HUM 2235	SUR 1100C	
EDF 3214	HUM 2250	SYG 1000	

Questions? Comments?

Thank you!