

# **AGENDA**

## **Learning Assessment Committee**

### **General Meeting**

Friday, September 1, 2017, 12:00 p.m.

U 102 (Lee Campus); E-105 (Charlotte Campus); G-109 (Collier Campus)

#### **Members:**

Marty Ambrose, Patricia Arcidiacono, Marius Coman, John Connell, Jane Charles, Eileen DeLuca, Thomas Donaldson, Erik Fay, Rebecca Harris, Julia Kroeker, Margaret Krueger, Fernando Mayoral, Lisa McGarity, Barb Miley, Colleen Moore, Kristi Moran, Katie Paschall, Caroline Seefchak, Eric Seelau, Allison Studer, Amy Trogan, Joseph van Gaalen, Richard Worch

- I. Welcome and Call to Order – Caroline Seefchak, Committee Chair
- II. Approval of April 2017 meeting minutes
- III. Introduction of new members
  - a. Membership list
  - b. General members and Assessment Coordinators
  - c. Committee Charge and Responsibilities
- IV. LAC Sub-committees
  - a. Sub-committee sign-up:  
Gen Ed Assessment, LAC Professional Development, LAC Communications
  - b. Leadership for sub-committees
- V. Course Level Assessment – Joe van Gaalen, Director of Assessment and Effectiveness
  - a. Reports
  - b. AY 2017-2018
- VI. General Education – Joe van Gaalen, Director of Assessment and Effectiveness
  - a. Wrap-up Meeting (5-4-2017) minutes
  - b. Summer Fun Rubric Creation
  - c. AY 2017-2018
- VII. LAC Professional Development – Amy Trogan, Chair Emeritus
  - a. Assessment 101
  - b. AY 2017-2018 events
- VIII. LAC Newsletter
  - a. Design change
  - b. Content for AY 2017-2018
  - c. Proposed Schedule
- IX. New Business
- X. Adjournment

**Learning Assessment Committee  
Membership  
2017 - 2018**



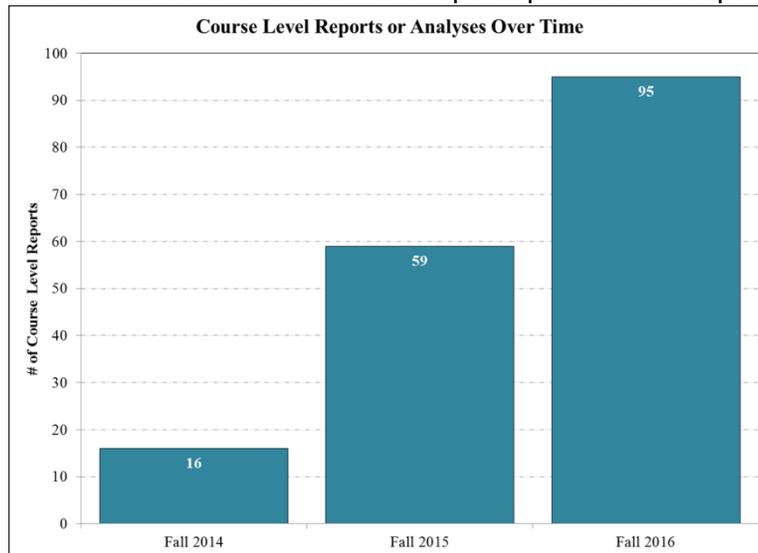
<b>Name</b>	<b>School or Department</b>	<b>Member Type</b>	<b>Rotation Schedule</b>
Marty Ambrose	English	General Member	2016-2019
Patricia Arcidiacono	Health Professions	General Member	2017-2018 (one-year renewable)
Dr. Marius Coman	Science	Assessment Coordinator	2015-2018
Dr. John Connell	Speech/Foreign Language	General Member	2017-2018 (one-year renewable)
Jane Charles	Library	Assessment Coordinator	2016-2019
Dr. Eileen DeLuca	Academic Affairs	Ex officio (non-voting)	
Thomas Donaldson	Social Sciences	General Member	2017-2018 (one-year renewable)
Dr. Erik Fay	Science	General Member	2017-2018 (one-year renewable)
Dr. Rebecca Harris	English	Assessment Coordinator	2016-2019
Dr. Julia Kroeker	Education	Assessment Coordinator	2017-2020
Margaret Kruger	Health Professions	General Member	2017-2018 (one-year renewable)
Fernando Mayoral	Speech/Foreign Language	General Member	2017-2018 (one-year renewable)
Dr. Lisa McGarity	Science	General Member	2017-2018 (one-year renewable)
Barb Miley	Accountability	Ex officio (non-voting)	
Colleen Moore	Health Professions	Assessment Coordinator	2017-2020
Dr. Kristi Moran	Mathematics	Assessment Coordinator	2015-2018
Dr. Katie Paschall	Speech/Foreign Language	Assessment Coordinator	2016-2019
Jennifer Patterson	Business & Tech	General Member	2017-2018 (one-year renewable)
Dr. Elijah Pritchett	Humanities/Fine Arts	Assessment Coordinator	2017-2020
Dr. Caroline Seefchak	Education	Committee Chair	2017-2019 (2-year chair term)
Dr. Eric Seelau	Social Sciences	Assessment Coordinator	2015-2018
Allison Studer	Academic Assessment and Effectiveness	Ex officio (non-voting)	
Dr. Amy Trogan	English	General Member	2017-2020
Dr. Joe van Gaalen	Academic Assessment and Effectiveness	Ex officio (non-voting)	
Dr. Richard Worch	Business & Tech	Assessment Coordinator	2016-2019

**MINUTES**  
**Learning Assessment Committee Meeting**  
**4/7/2017**  
**12:00 – 1:00**  
**AA-177 (Lee Campus); E-105 (Charlotte Campus);**  
**G-109 (Collier Campus)**

Members Present: Eric Seelau, Amy Trogan , Joe Van Gaalen, Barbara Miley, Jane Charles, Richard Worch, Fernando Mayoral, Allison Studer, Lisa McGarity, Sarah Lublink, John Connell, Elijah Pritchett, Jennifer Patterson, Eileen DeLuca, Katie Paschall, Rebecca, Harris, Margaret Kruger, Colleen Moore, Marty Ambrose, Tom Donaldson, Caroline Seefchak, Marius Coman, Kristi Moran

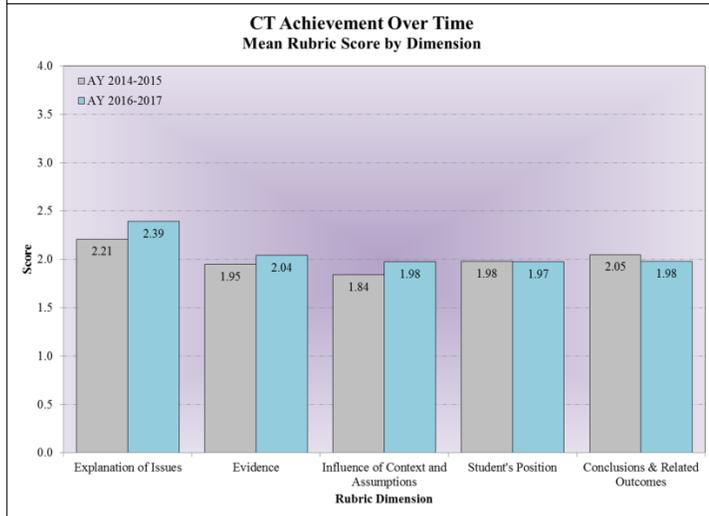
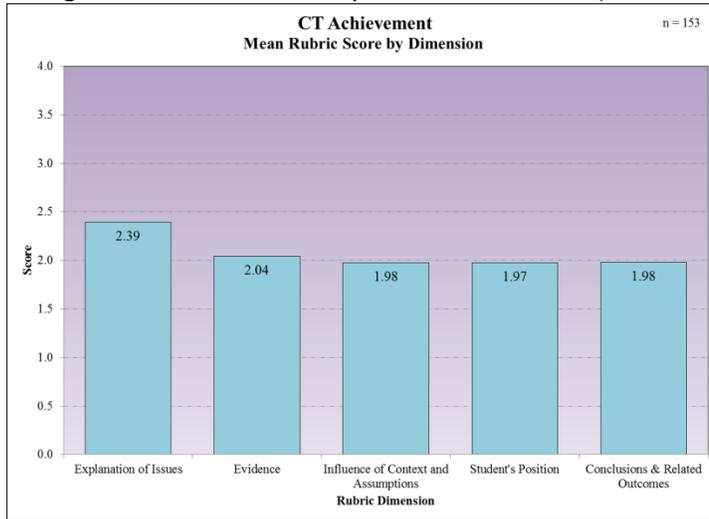
Members Absent: Megan Just, Eric Fay

1. A. Trogan opened the meeting asking for a review of March meeting minutes.
  - a. R. Harris motioned to approve minutes
  - b. J. Connell seconded the motion and minutes were approved.
2. J. van Gaalen provided an update on course level assessment noting a continued increase in the number of course level assessment reports provided to departments for review

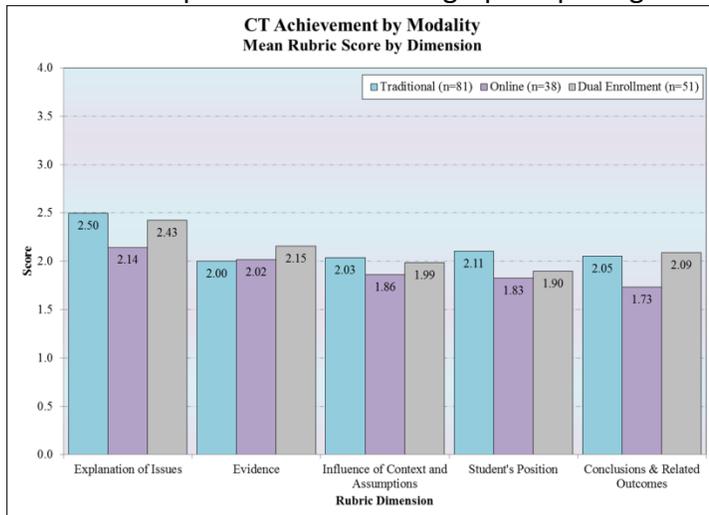


- a.
  - b. J. van Gaalen noted that as of April 7 all course level assessments for fall 2016 were complete.
3. J. van Gaalen provided an update on General Education assessment noting that as of this meeting 5/6 Critical Thinking (CT) scorers have reported data and 2/6 Scientific and Quantitative Reasoning (QR) scorers have reported data. However, J. van Gaalen also noted that two additional scorers reported data at the beginning of this meeting. Since limited QR data was available at the time of meeting a preliminary review of CT data only would be provided here:

- a. J. van Gaalen reported mean scores for the CT competency across rubric dimensions. (figure below). For comparison purposes, J. van Gaalen provided these scores alongside results from the pilot in 2014-2015 (item b. below).



- b.
- c. J. van Gaalen provided the below graph depicting mean rubric scores by modality.



4. J. van Gaalen then reminded committee members of the March meeting review of potential competency assessment options for the AY 2017-2018 where “Research” and “Investigate” were identified as the most likely candidates. To inform committee members of the nature of a potential random selection of assignment submissions based on identified “Integral” competency of each course according to the newly identified General Education Competencies (C-R-E-A-T-I-V-E), J. van Gaalen provided the below listing for the number of courses identified in each:
  - a. Investigate (“I”): 38 courses
  - b. Research (“R”): 57 courses
5. A. Trogan proposed a motion for the use of the random selection process for General Education Assessment in 2017-2018. M. Ambrose motioned, C. Seefchak seconded the motion. Motion was approved.
6. J. van Gaalen also reminded committee members of the March topic regarding summer review plans for modifying AAC&U rubrics to better fit the needs of FSW General Education Assessment through the use of scorer feedback over the last three years of assessment.
  - a. J. van Gaalen suggested the use of a collaborative lab approach with a maximum of four meetings with the first meeting in mid-May and the last in early-to-mid August. A potential schedule might look like the following:
    - i. May: initializing tuned rubrics for FSW (and potentially multiple versions for assignment types)
    - ii. June/July: revisions based on reflection from session 1 results
    - iii. August: finalize new AAC&U-based FSW general education rubrics
7. A. Trogan commented that the collaborative lab approach would be efficient and proposed motions for both the evaluation of “R” and “I” rubrics for use in AY 2017-2018 (as suggested by J. Charles) and the evaluation of rubrics used in previous assessment years over the summer and as described by J. van Gaalen. J. Charles motioned and R. Harris seconded the motion. Motion was approved.
  - a. E. DeLuca asked will we have two groups (one for R/I, the other for previous competencies)?
  - b. E. DeLuca suggested and committee agreed that the summer plan will begin as one group and split, if needed.
  - c. R. Harris suggested that the review of “R” and “I” rubrics begin with a number of rubrics not just AAC&U VALUE Rubrics.
  - d. M. Ambrose suggested a sign-up sheet for summer work. A. Trogan completed this at the end of this meeting.
8. A. Trogan commented on the great work of coordinators and GenEd Scoring Sub-committee.
9. A. Trogan noted that the April newsletter is almost ready.
  - a. GenEd data will be displayed and is awaiting finalization by J. van Gaalen as data continues to come in.
  - b. E. DeLuca suggested J. van Gaalen provide list of courses that might be selected in randomized assessment to chairs. A. Trogan suggested including the list in the upcoming newsletter.

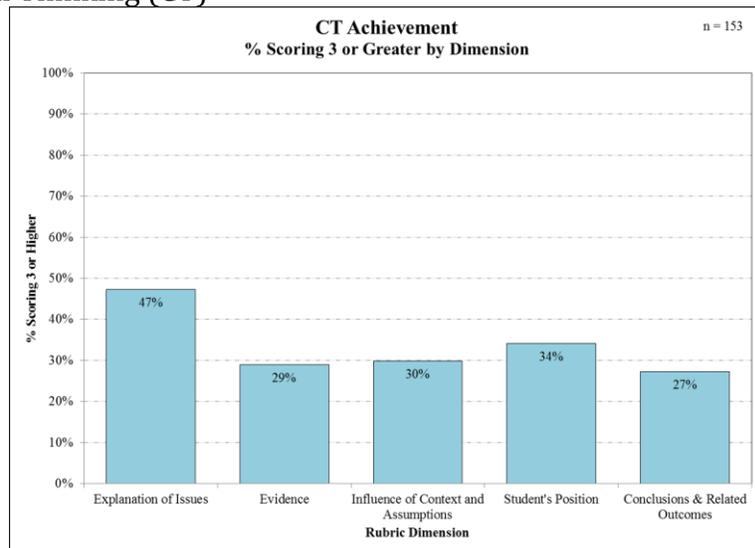
10. A. Trogan reminded the committee of upcoming professional development “General Education Assessment Feedback” on April 24.
11. A. Trogan reported that Professional Development will be moving forward with the Assessment Workshop package. M. Walters reported to A. Trogan about having Assessment related information be discussed with new faculty at an earlier time in their start at FSW.
12. A. Trogan suggested a liason for Professional Development from the LAC Professional Development Sub-committee which will be filled during the AY 2017-2018.
13. A. Trogan opened the topic of a new chairperson for the LAC. M. Ambrose nominated C. Seefchak. R. Worch seconded the nomination. A. Trogan will report the nomination for approval to the Faculty Senate.

R. Harris motioned to adjourn. R. Worch seconded.

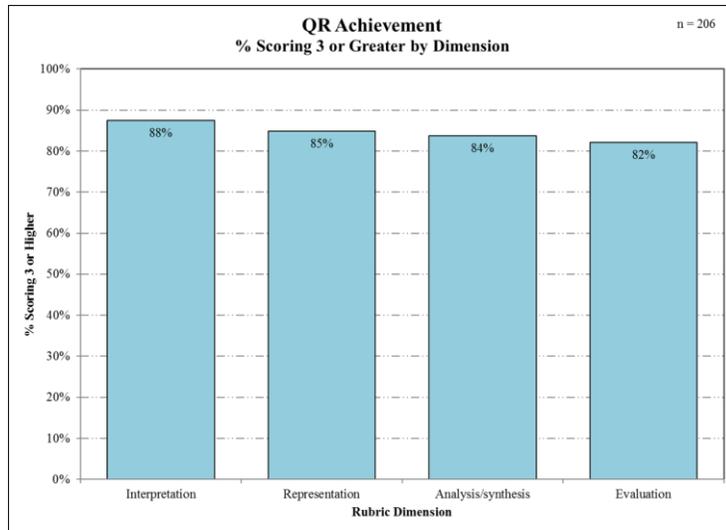
## General Education Assessment Wrap-Up Meeting – 5/10/2016

LAC Members and invited chairs, deans, and coordinators.

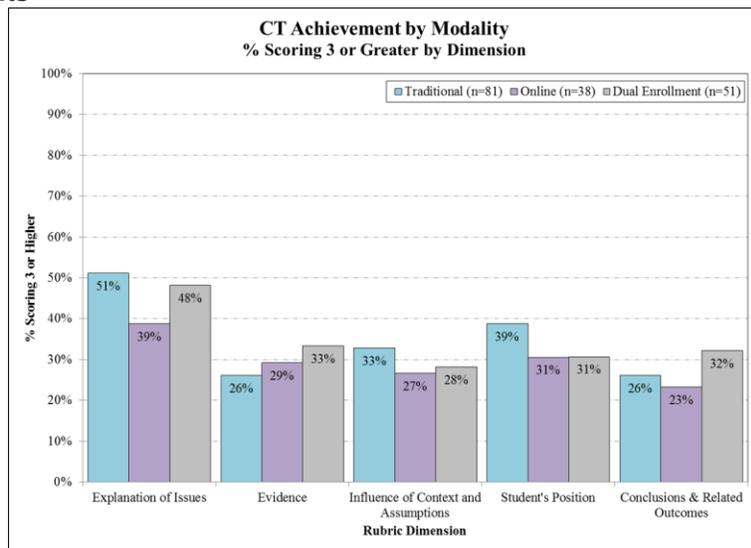
- A. Trogan welcome participants and provided an overview of the year's work in academic assessment.
- E. DeLuca reviewed the recent history of events regarding General Education assessment from the creation of the General Education Assessment Subcommittee (GEAS) in spring 2014 through the review and application of the AAC&U model.
- J. van Gaalen reviewed the course of professional development for AY 2016-2017 highlighting some of the workshops and opportunities as a result of the General Education assessment since the pilot study completed for AY 2014-2015.
- J. van Gaalen presented results of the AY 2016-2017 General Education assessment including:
  - Artifact collection data (submission #s, disciplines represented, scorer volunteers)
  - Achievement data on:
    - Critical Thinking (CT)



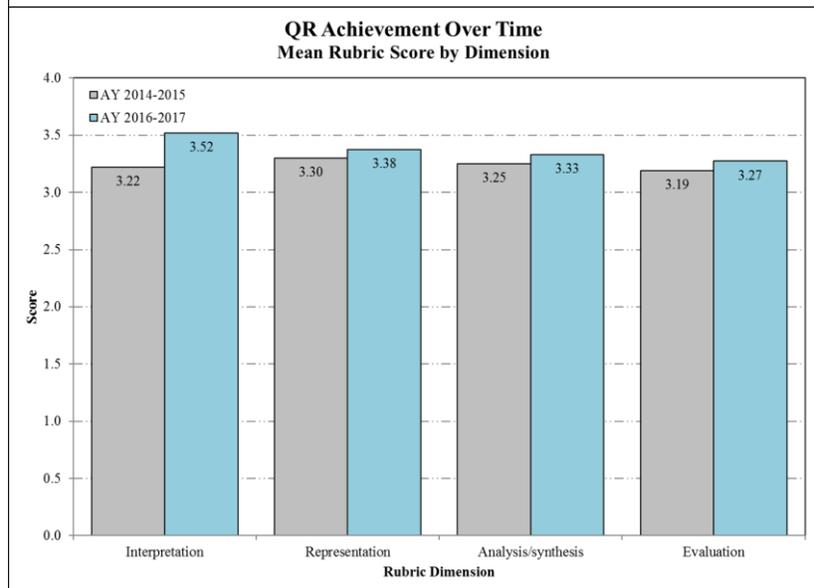
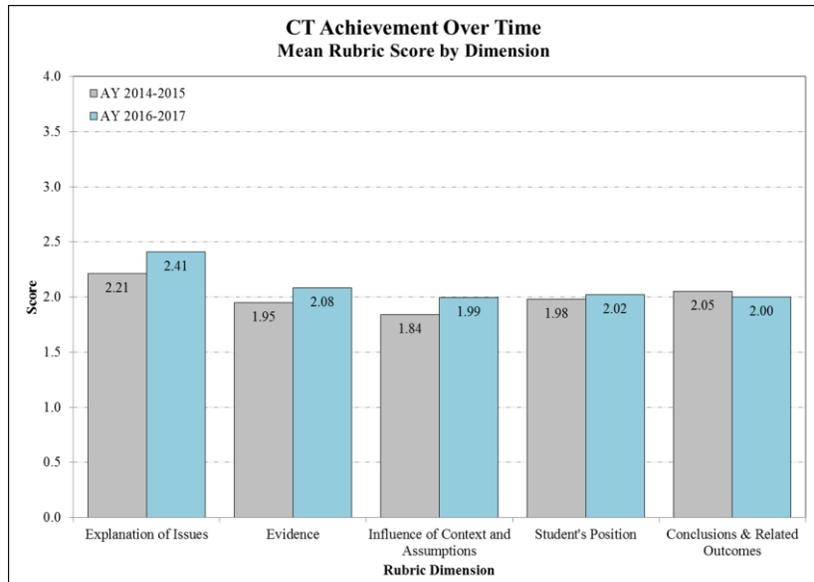
- - Scientific and Quantitative Reasoning (QR)



- 
- Comparisons with Traditional, Dual Enrollment, and Online students

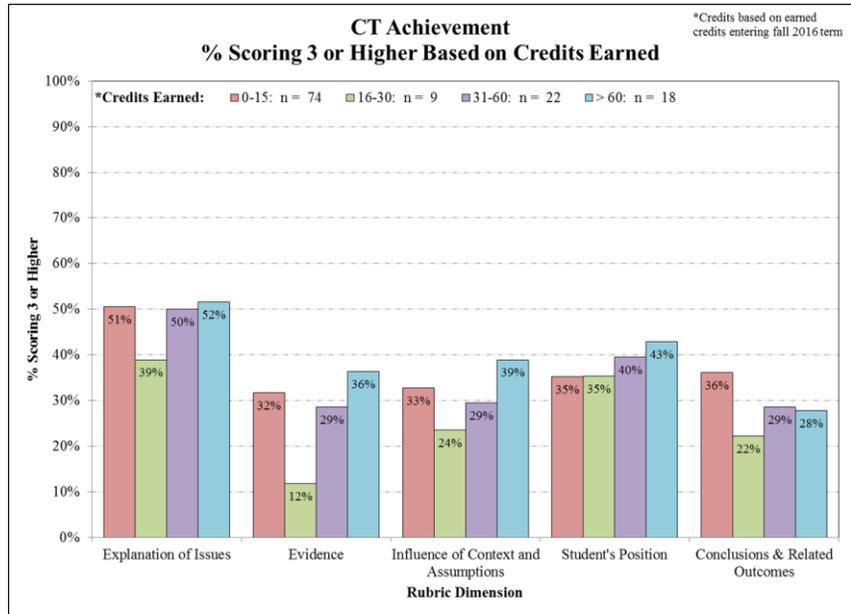


- 
- Dr. van Gaalen noted a huge increase in participation from dual enrollment (offsite) instructors in terms of volunteered assignments (1 in 2015-2016 to 6 in 2016-2017)
- Comparisons with previous studies

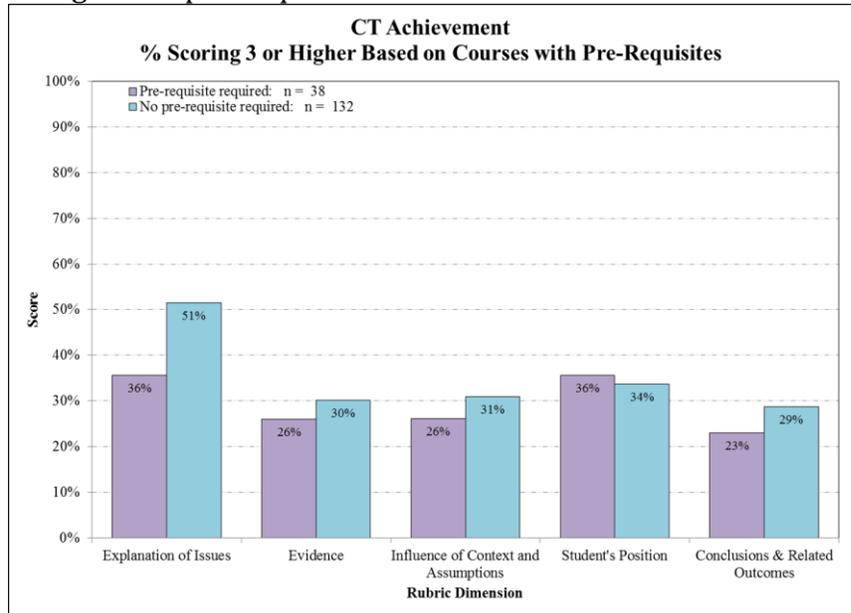


- Value added studies measuring achievement based on the number of credits earned.

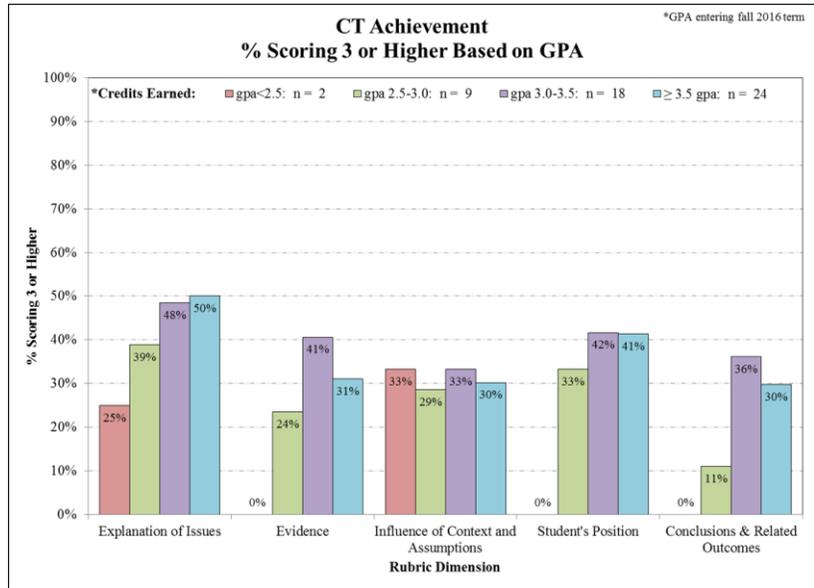
- CT Achievement based on credits earned



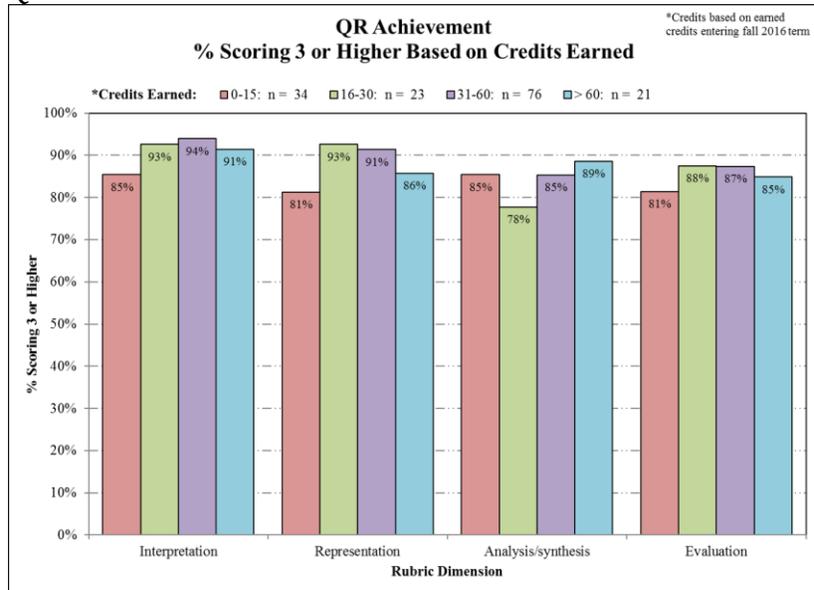
- CT achievement based on whether the course has any college-level pre-requisites or not.



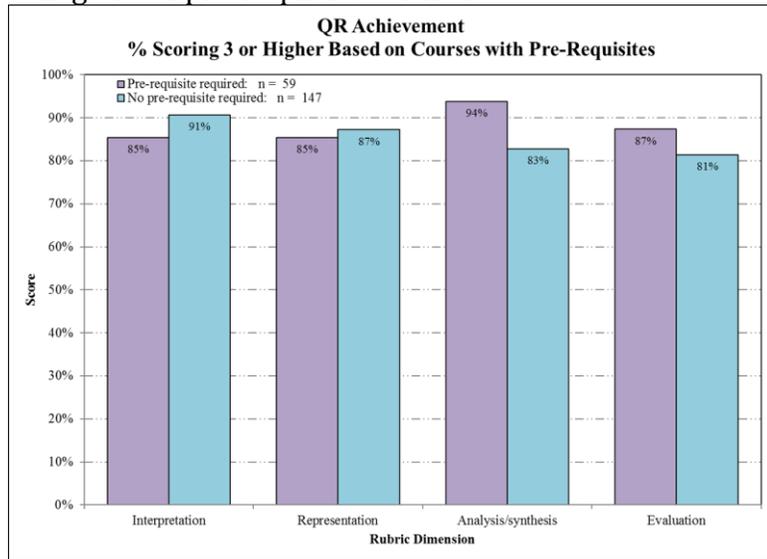
- CT achievement based on GPA



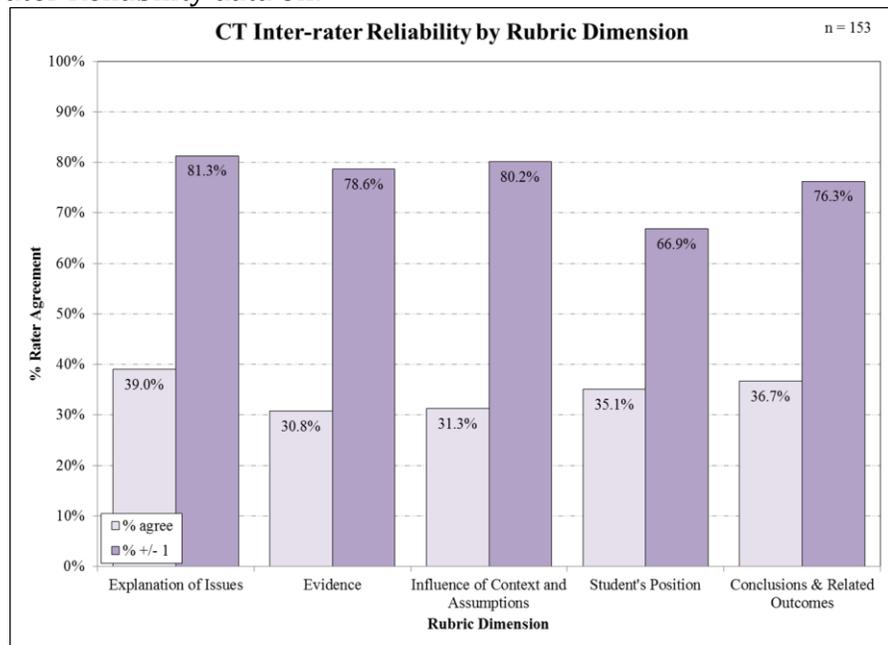
- QR achievement based on credits earned

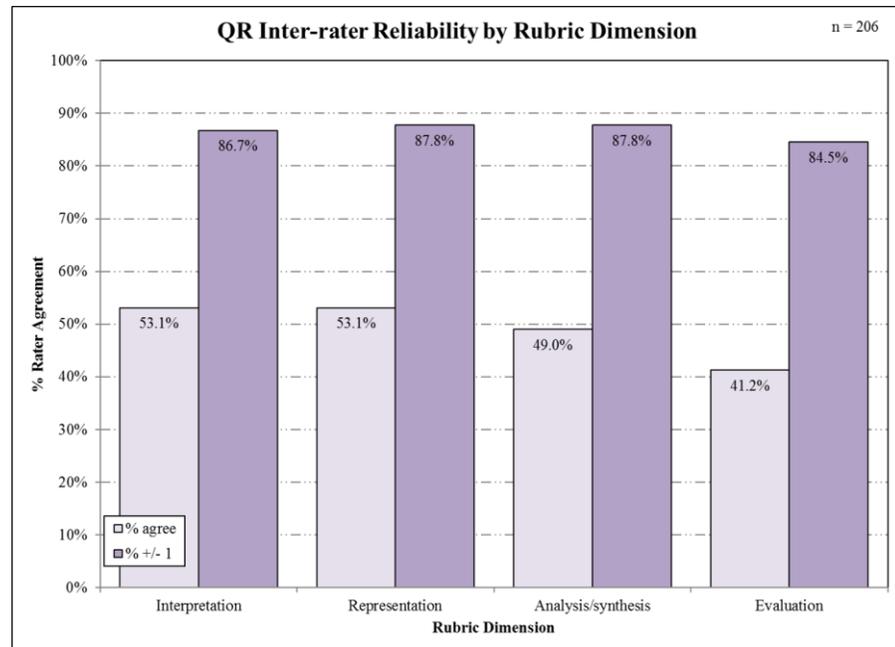


- QR achievement based on whether the course has any college-level pre-requisites or not.



- Inter-rater Reliability data on:





- The committee reviewed qualitative feedback from the scoring team.
- Critical Thinking Rubric:
  - J. van Gaalen reported that responding scorers indicated that the rubric is a good instrument for essays and research papers but limited when scoring groups of sentences or other incorporated works such as images and graphs.
  - J. van Gaalen reported trending responses as follows:
    - Benchmark levels of “Evidence” and “Conclusion” could express a lower level of ability.
    - Found parameters of dimensions and achievement levels to be thoughtful and discriminating
    - Critical thinking “has never been adequately defined” so qualifying as critical thinking in one area might not in another making scoring cumbersome and in some cases unmanageable.
  - K. Paschall noted that assignments were wonderful but didn’t always have much to do with the rubric and was hopeful that the planned summer work group regarding rubric revisions would solve this problem.
  - E. DeLuca provided further detail on the Summer Work Group plan and course of action, confirming it would tend to these matters.
  - A. Trogan noted working as a liaison between LAC Professional Development Subcommittee and the Professional Development Committee to keep both apprised on upcoming ideas and plans for workshops and news/information.
- Scientific and Quantitative Reasoning Rubric:
  - J. van Gaalen reported that responding scorers indicated no real problems with rubric. Difficulties result when assignments don’t

pertain to particular categories in rubric or when guidance from assignment is lacking.

- J. van Gaalen reported trending responses as follows:
  - Many assignments did not require much (or any) “Analysis/Synthesis” or “Evaluation”.
- S. Eggleston noted that the Math Dept. will have model assignments in place for a portion of their courses for Fall 2017 such that, going forward, in the new model, if a course identified as “Integral” to an assessed competency is selected an assignment would be readily available college-wide that instructors would be using.
- J. van Gaalen reminded attendees that the AY 2017-2018 General Education Assessment focus would be on “Research” and “Investigate” in the C-R-E-A-T-I-V-E acrostic and listed the below courses (with one edit for a Nursing course) as the courses which may be tapped for assessment:

“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		

- 
- A. Trogan and E. DeLuca closed the session by thanking the participants for their hard work in supporting General Education Assessment across departments.

## **Coordinator of Departmental Assessment**

### **Specific Duties:**

- Administer, in cooperation with the Dean and/or Department Chair, assessment activities related to the department.
- Regularly communicate with department faculty regarding assessment
- Work with department faculty to develop assessments, to prepare for scoring, and to administer assessment activities.
- Assist Dean and/or Department Chair in updating and maintaining college-wide assessment databases.
- Work with the Dean and/or Department Chair and the appropriate assessment administrator to develop assessments and an assessment process for dual enrollment courses.
- Serve as the Department's representative to the Learning Assessment Committee.
- Complete research related to Departmental assessment planning.
- Participate in one of the following subcommittees: Assessment Newsletter, General Education Assessment, and Professional Development.

### **Selection Process:**

Faculty may nominate themselves for this role, with current LAC members having preference. The Coordinator of Departmental Assessment is then recommended by the department chair or program coordinator (if there is one) to the Dean. The formal recommendation for appointment is made by the Dean to the Provost/VPAA. The Provost/VPAA has final appointment authority.

### **Compensation:**

The Coordinator of Departmental Assessment will receive a \$1500 annual stipend for the academic year. Appointment may be renewed annually at the discretion of the Dean and Provost/VPAA.

### **Positions available:**

Fine Arts and Humanities, Sciences, Mathematics, English, Speech and Foreign Language, Social and Behavioral Sciences, Health Professions, Education, Business and Technology, College and Career Readiness, Library, and College Success [TBA].

# Learning Assessment Committee

## Committee Charge

### Responsibility

The Learning Assessment Committee is charged with developing and recommending procedures and best practices which provide the college with measureable data to assess student learning.

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

- Make formal recommendations on the best practices for data collection, assessing results, and making changes to promote student success in General Education.
- Make formal recommendations on the best practices for data collection, assessing results, and making changes to promote student success in academic disciplines.
- Work with other facets of the College to develop training for all faculty in assessment strategies, developing and using rubrics, and making course modifications.
- Each faculty committee member is their discipline's assessment liaison and has responsibility to keep the department involved in the assessment process.

### Membership

Membership should include faculty from Lee, Collier, and Charlotte Campuses and the Hendry/Glades Center: Director of Course Level Assessment and Registrar; one member of the Office of Research, Technology, and Accountability; one Academic Dean, and one faculty member from each of the following departments/disciplines: College and Career Readiness, Education, Business and Technology, Mathematics, Biological Science, Physical Sciences, English, Humanities, Fine Arts, Foreign Languages, Speech, Health Sciences, Library, Social and Behavioral Sciences, History. Faculty members will serve for a three year term and are limited to two consecutive three-year terms (with the exception of the Chair who will serve for a minimum of two additional years after assuming the role of Chair.)

### Committee Chair

The Provost/VPAA had appointed the Learning Assessment Committee Chair to serve for academic years up until 2016-2017. Starting 2017-2018, the Learning Assessment Chair will be elected from the faculty membership on the committee and will serve for a two year term, subject to the approval of the Provost/Vice President of Academic Affairs.

### Meetings

Monthly September through April.

### Reporting

The Learning Assessment Committee Chair will meet with the Provost/VPAA twice a semester to update him/her on the Committee recommendations and suggested actions. Meeting minutes must be maintained and will be posted for all College review within 2 weeks of each meeting. Committee members will make sure their discipline's Learning Assessment plan, results, and actions taken are updated once a semester on the Learning Assessment Website.

## Learning Assessment Committee Subcommittees, 2017-2018

Each member of the Learning Assessment Committee has the opportunity to serve on one of three enriching subcommittees. The duties of subcommittee members are listed below. Subcommittee lists will be open for sign-up during the first meeting of the academic year.

### General Education Assessment Subcommittee

- Provide input on General Education procedures, such as attaining artifacts and responding to results.
- Participate on a scoring team for General Education Assessment
- Coordinate opportunities where General Education results can be shared with other faculty

### Professional Development Subcommittee

- Participate as one of the facilitators of the online Assessment 101 workshop
- Attain feedback from faculty on professional development needs and interests
- Develop and coordinate assessment-related professional development opportunities with FSW Teaching and Learning Center
- Implement faculty feedback attain through assessment-related professional development offerings.

### Communications Subcommittee

- Plan and edit the monthly assessment newsletter
- Choose the subject of the “faculty spotlight” section of assessment newsletter
- Collaborate with designers and edit the newsletter before publication
- Plan and create LAC communication for events
- Incorporate feedback from other LAC members and other faculty members

# Learning Assessment Committee

## Learning Assessment Newsletter Redesign

(Sample - not a real newsletter...)

# Dataversed

A PUBLICATION OF THE LEARNING ASSESSMENT COMMITTEE  
OF FLORIDA SOUTHWESTERN STATE COLLEGE

AY 2017-2018

SEPTEMBER 2017

FSW

## Assessment brings health, happiness

Here at the Office of Academic Assessment, we don't often do GenEd Assessment, just once a year. But when we do, we do it with gusto." Or some such nonsense. Whatever.

According to Wikipedia, a paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organise longer prose.

According to Wikipedia, a paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organise longer prose.

Blah, blah, blah, blah, blah, blah, blah, blah, wake up, blah, blah.

Data Data

Item	Value
Item 1	10
Item 2	20
Item 3	32
Item 4	42
Item 5	52

## Data Totally Rocks

Item	Value
Item 1	10
Item 2	23
Item 3	25
Item 4	43
Item 5	49

That data rocks has been confirmed, recently, by a real live geologist. Just ask him.