

DataVersed



A publication of the Learning Assessment Committee of Florida SouthWestern State College

October 2024

Volume 8 Number 1

FSW Strong



Jennifer Patterson, Ph.D.
Chair, Learning Assessment Committee
Professor of Management

Greetings to Everyone! I hope you and your families are well. Welcome to the September/October edition of DataVersed, the newsletter that provides the most up-to-date information about the Learning Assessment Committee (LAC). Once again, we've encountered numerous challenges during another fall semester! Upon returning home after the most recent evacuation, and in desperate need of some sense of normalcy, I renewed my determination to focus on my classes and my students. To that end, as we continue to draw from the fortitude gained from living in SW Florida in recent years, we can complete this term "Strong".

This edition of DataVersed includes an interesting article by Dr. Rebeccas Harris, along with an opportunity to learn more about the events of the LAC and one of our Effectiveness Coordinators. I would also like to encourage you to consider participating in the self-paced Assessment 101 course currently moderated by Dr. Philip Allen.

IN THIS ISSUE

FSW Strong	1-2
From Data to Action	3-4
Effectiveness Coordinator Spotlight	5-6
PD Training	7
LAC Membership	8



FSW Strong

Cont.

Finally, I would like to invite you to an upcoming discussion forum, “A Bloom with a View: Elevating Your Learning Outcomes”, co-sponsored by the Learning Assessment Committee and the Professional Development Committee on November 22nd, 1:00 pm – 1:45 pm. On behalf of the Learning Assessment Committee, we want to wish you success as we continue through the remainder of the semester.

Please enjoy the rest of the term!

Jenny



From Data to Action: How Assessment Drives Curricular Change

Curriculum changes at FSW start with the faculty. Changes to courses and programs should be driven by the regular assessment of the curriculum, which is expressed in program and course learning outcomes. Regular conversations about student needs and discussion of assessment data in department meetings drives the process of curricular change in collaboration with Program Directors and Deans. To initiate a curriculum action, the process starts with faculty submitting a Course or Program Proposal Form, followed by two meetings with the Assistant Vice President of College-wide Curriculum and Academic Enhancement to refine



Rebecca Harris, Ph.D.
Assistant Vice President
Collegewide Curriculum and
Academic Enhancement

the proposal. Following the signatures of the Department Chair and Dean, the proposal is then reviewed by the Curriculum Committee and finally approved by the VPAA. Upon approval, the completed proposals are circulated to the relevant departments, and faculty and Deans complete a Post-Approval Checklist. Take a look at www.fsw.edu/curriculum to see all the new forms and documents for the Curriculum process.

At its core, the Curriculum process is designed to encourage collaboration and innovation, as well as to ensure that curriculum changes are not just reactions to external pressures or temporary trends but are rooted in the ongoing review of what students are learning and how programs are performing. Regular assessment allows us to identify gaps, adapt to changing industry or academic standards, and respond to the various needs of our student body, particularly as technology continues to rapidly change the way students will learn and work in the future. Faculty play the most important role in identifying where improvements can be made, and in collaboration with your administrators, who bring an institutional perspective and resources, you ensure that changes you are proposing are scalable, sustainable, and aligned with FSW's strategic directions.

Cont. on next page

From Data to Action: How Assessment Drives Curricular Change

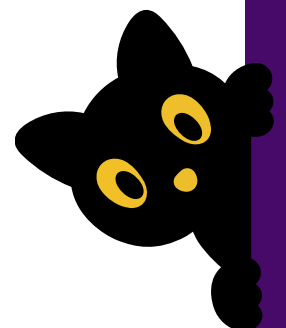
This partnership and collaboration between faculty, their Deans, and Academic Affairs is key to promoting best practices. Faculty bring expertise in pedagogy and content, while your Deans and the Office of Curriculum offer insights into broader institutional, state, and federal requirements, resources, and strategic goals. By working together, we all ensure that curriculum changes are student-centered and evidence-based, promoting both effective teaching practices and the achievement of program and course learning outcomes. This collaboration also allows for a continuous feedback loop, where assessment data drives curriculum updates, which are then tested and reassessed to ensure effectiveness.



Rebecca Harris, Ph.D.
Assistant Vice President
Collegewide Curriculum and
Academic Enhancement

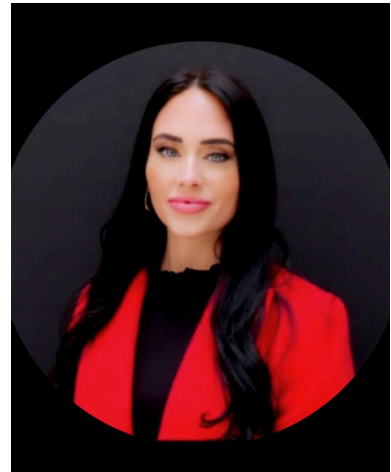
Assessment-driven curriculum change also ties directly into promoting innovation and best practices in teaching and learning. When faculty review course or program learning outcomes and see where students may be underperforming, they can propose curriculum revisions that better address those areas, ensuring that teaching methods and course content remain relevant. A reflective teaching practice that drives curriculum encourages us to constantly refine our approach in response to student performance data.

Finally, beginning and ending curriculum changes with assessment helps meet the evolving needs of students, who are often facing an increasingly complex and competitive world. Faculty and administrators working together ensure that FSW's programs are not only academically rigorous but also aligned with career readiness, providing students with the skills and knowledge they need to succeed. This collaboration results in curricula that are dynamic, responsive, and focused on continuous improvement—creating and sustaining a learning environment where students can thrive.



Effectiveness Coordinator Spotlight

In this section, we interview an Effectiveness Coordinator about their thoughts on what they do, as well as any suggestions they have for us in effective assessment strategies.



Whitney Walker, D.B.A.
Professor of Accounting

What is your favorite part about being an Effectiveness Coordinator?

As an Effectiveness Coordinator (EC) for the School of Business and Technology (SoBT), I find that staying engaged with the assessment process, particularly the evaluation of Student Learning Outcomes (SLOs), is one of the most valuable aspects of the role. By utilizing assessment data, we can make informed adjustments to improve how we meet the evolving needs of our students, such as incorporating new technologies or updating academic standards in line with industry trends.

What do you feel is most important about assessment at FSW, and for the areas you are a coordinator for?

One of the most important elements of assessment at Florida SouthWestern State College (FSW) is ensuring that our programs remain aligned with both student learning objectives and external accreditation standards. Accurate, consistent assessment allows us to gauge whether our students are gaining the skills and knowledge they need to succeed, while also maintaining the high standards required by accrediting bodies like the Higher Learning Commission (HLC). In the areas I coordinate, assessment is not only a tool for quality control but also for continuous improvement, benefiting both students and faculty.

What is something that you found helpful in your role as an Effectiveness Coordinator?

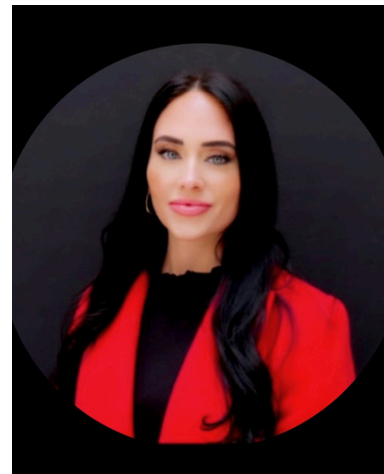
I have found the support and guidance of the SoBT Dean and Assistant Dean particularly helpful in my role. Their approach to sharing historical data, statistical trends, and success rates has provided a strong foundation for effectively coordinating assessments. Their leadership ensures that we remain up to date with program developments and statewide requirements.

Cont. on next page

Effectiveness Coordinator Spotlight cont.

Have you found yourself surprised by what you've measured so far?

One of the more surprising aspects of my work has been observing significant shifts in the data as courses are redeveloped and as Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs) are realigned. These changes are often driven by the need to meet evolving standards and accreditation requirements, which has resulted in notable improvements in student performance and course effectiveness.



Whitney Walker, D.B.A.
Professor of Accounting

Anything else you would like us to know?

For faculty involved in assessment, my recommendation is to view it as a dynamic process rather than a static requirement. Regularly reviewing and updating learning outcomes ensures that the curriculum remains relevant and that students are well-prepared for the challenges they will face in their careers.

Thank you so much Dr. Walker!

If you have an interesting perspective or strategy to share on assessment, please message Meghan Carlson at mcarlson1@fsw.edu to have your piece featured.



PROFESSIONAL DEVELOPMENT



Self-paced!

SEE THE CTLE
TRAINING
CALENDAR TO
REGISTER

HAVE A
HOWLING
GOOD TIME!

Learning Assessment Committee 2024-2025

Member	Department or Division	Primary Campus
Patterson, Jennifer	Accounting, Bus., Management and LAC Chair	Thomas Edison (Lee)
Allen, Philip	Spanish	Thomas Edison (Lee)
Barach, Michael	English	Collier
Batiato, Dolores	Business	Thomas Edison (Lee)
Cabral, Krissy	Criminal Justice	Thomas Edison (Lee)
Carlson, Meghan	Mathematics	Collier
Coman, Marius	Physics	Collier
Conwell, Mary	Paralegal Studies	Thomas Edison (Lee)
Donaldson, Tom	History	Charlotte
Foster, Susan	Program Director, HIT/MICB	Thomas Edison (Lee)
Godwin, Jessica	Team AASPIRE	Thomas Edison (Lee)
Hester, Renee	Academic Success	Thomas Edison (Lee)
Ruiz, Veronica	Team AASPIRE	Thomas Edison (Lee)
Summary, Jennifer	Associate Dean, SoAHSS	Thomas Edison (Lee)
Trogan, Amy	English	Thomas Edison (Lee)
van Gaalen, Joseph	Team AASPIRE	Thomas Edison (Lee)
Worch, Richard	Public Safety Administration	Thomas Edison (Lee)
Zamor, Terry	Mathematics	Thomas Edison (Lee)

Florida SouthWestern State College, an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender identity, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to educational equity, equal access or equal opportunity should be addressed to the College's Title IX Coordinator/Equity Officer: Angie Snyder; Room A-106A; 8099 College Parkway SW, Fort Myers, FL 33919; (239) 489-9051; equity@fsw.edu.

