A Message from the Vice President of Instructional Affairs

Annually, FKCC’s faculty establishes objectives in the areas of reading, mathematics, critical thinking/problem-solving, social and behavioral sciences, humanities/fine arts, communication, computer skills, cultural awareness, and natural sciences.

It is through the assessment of these objectives that faculty can achieve their general education goal of identifying student success and discovering opportunities for improvement in student learning.

This 2005-2006 year was another successful year in general education assessment, not only because of the demonstrated commitment FKCC’s faculty have to student learning, but because of the enthusiastic participation from 3 new fulltime faculty members and 1 adjunct instructor.

Although new to this general education assessment, the new faculty and adjunct instructor wholeheartedly embraced this process and developed objectives in a manner where the outcomes are truly meaningful.

In reviewing the general education assessment activities and results for this year, the dedication that FKCC’s faculty and adjunct instructors have to ensuring student success and learning is readily apparent. I am proud to work among colleagues of such high caliber and integrity.

Sincerely,

Maureen Crowley
Vice President/Instructional Affairs

What is Gen Ed Assessment?

An integral component of responding to the diverse and changing needs of FKCC’s constituency is to provide quality and comprehensive General Education. General Education at FKCC is designed to help students achieve their academic, career, and life-long goals. Acquiring knowledge, thinking critically, and utilizing the methodologies of various disciplines exposes students to experiences that serve to advance their personal growth.

Mission Statement

Florida Keys Community College is a comprehensive community college responding to the diverse and changing needs of Monroe County. The college offers quality education and activities that are innovative, accessible and affordable in the areas of university transfer, workforce development, college preparatory, continuing education, distance learning and cultural enrichment. The college provides a student-centered atmosphere conducive to scholarly inquiry, critical thinking, and personal growth.

FKCC Values

At FKCC, we value:
- Our College’s mission, vision, and goals
- Quality instruction
- Unique students
- Individual learners
- Responsive student services
- Lifelong learning
- Individual employees
- Collective employee endeavors
- Community service
- Integrity, honesty, inclusiveness and diversity
- Planning and assessment

FKCC is committed to providing for Equal Access/Equal Opportunity. The College does not discriminate on the basis of color, religion, gender, sexual orientation, age, marital status, national origin or disability in its employment practices or in the admission and treatment of students.
General Education Assessment Results for 2005-2006:

**Biological Sciences**  
*Dr. Charles Shaffer—BSC1086C*  
**Objective:** Students will be able to dissect and identify the visible parts of the brain by structure and function.  
**Measurement:** Socratic method supplemented by practical examination  
**Results:** 45% of 65 students were able to identify all of the brain parts tested. Students from all three campuses were tested.

**Reading**  
*Sarah Jane O’Regan—REA0002C*  
**Objective:** Students will be able to develop and integrate reading and thinking strategies through a variety of reading tasks: novel, short essay, and narratives.  
**Measurement:** Students will submit papers after reading assignments utilizing the 12 reading strategies.  
**Results:** 53% (17 out of 32) demonstrated proficiency in the use of reading strategies.

**Humanities/Fine Arts**  
*Kate Miller—ART1330C & ART1331C*  
**Objective:** Students will transcend compositional correctness and will demonstrate an emotional aesthetic response to their live setting.  
**Measurement:** Peer critiques based on instructor criteria and student self-assessment through statement of intent.  
**Results:** When combining the credit and non-credit students, 65% were successful in their peer critiques and self-assessment. Overall, students were able to fulfill the requirements for peer critique successfully; however, evoking an emotional aesthetic response was more challenging to achieve. 60% of all students participated in the student art exhibit.

**Communication**  
*Lori Kelly—LiS1005*  
**Objective:** Students will identify effective vocabulary and terminology techniques that capture the reader’s attention and promote comprehension.  
**Measurement:** Students will choose an example of good and poor online communication techniques and verbally explain their choices to the class.  
**Results:** 100% of students were able to identify at least two examples of good and poor communication techniques in two different online sources.

**Mathematics**  
*Dr. Lynne Bentley-Kemp—PGY1400*  
**Objective:** Students in Introduction to Black and White Photography will understand ratios as they apply to the film development process.  
**Measurement:** Students will successfully process the film utilizing the film processing chart.  
**Results:** For the Final Critique, 100% of the students showed 10-15 of their prints in a portfolio that reflected superior print quality and tonal reproduction. This was a result of properly processed negatives which demonstrates understanding of chemical ratios applied to film processing.

**Social/Behavioral Sciences**  
*Sharon Farrell—WOH1002*  
**Objective:** Students will be able to identify and clearly express the social, financial, political and environmental origins of serious worldly concerns, such as terrorism, starvation, and global warming.  
**Measurement:** Students will give weekly graded oral presentations in addition to a final major group presentation. Grading will be based on the oral presentation as well as supplemental teaching resources utilized by the students in their presentations.  
**Results:** The students spent the semester researching and giving weekly presentations on world issues that were followed by questions and critique from peers. The students grew increasingly skilled in public speaking and debate. The final group presentations further proved that these students were incredibly proactive and invested in their work.

**Computer Skills**  
*Dr. Lynne Bentley-Kemp—GRA1944*  
**Objective:** Students in Gallery Management will demonstrate internet research skills by successfully identifying art galleries specific to their discipline as well as demonstrate computer proficiency by successfully utilizing their supportive documentation in an oral presentation.  
**Measurement:** Students will present an oral report that must be sustained by illustrations of the sites to the class.  
**Results:** 88% demonstrated proficiency with a targeted internet search and proficiency with the MAC computer and LCD projector.

**Critical Thinking/Problem Solving**  
*Sharon Farrell—AMH2010*  
**Objective:** Students will be able to demonstrate support for their own conclusions regarding an historical issue through the reading of factual evidence and various historians opinions.  
**Measurement:** Students will write a paper that will be graded on ability to demonstrate his/her viewpoint based on facts and documented opinions.  
**Results:** 78% of students received a grade of B or higher. They were able to examine primary resources, secondary resources and support their own arguments.

**Cultural Awareness**  
*Richard Grusin—SPC1040*  
**Objective:** Students will successfully relate their personal life experiences and recognize one another’s uniqueness and similarities through sharing their life histories with the class.  
**Measurement:** Students participate 100% under a “No absentee policy” and will give speeches followed by a question, comment and answer session.  
**Results:** The “No absentee policy” reinforced a serious approach to the class and strong participation and commitment. The process of observing progression in one another allowed them to relate communication obstacles to themselves so that they could make changes— they were in effect learning about themselves through others.