

General Education Assessment Subcommittee of the Learning Assessment Committee

Wednesday, May 21, 2014

11:00 a.m. 12:00 p.m.

I-122

Eileen DeLuca	<b><i>Present</i></b>	Marty Ambrose	<b><i>Present</i></b>
Don Ransford	<b><i>Present</i></b>	Amy Trogan	<b><i>Present</i></b>
Jane Bigelow	<b><i>Present</i></b>	Wendy Chase	<b><i>Present</i></b>
Peggy Romeo	<b><i>Present</i></b>		

1. The committee reviewed and approved the minutes from the May 14 meeting. Marty volunteered to post the minutes to the Learning Assessment Committee Canvas Group. Peggy requested that assessment links are also posted.

2. The committee discussed the AAC&U Global Learning Value Rubric.

- Marty noted that in the past it was difficult to measure the Global Sociocultural Responsibility (GSR) Competency with the rubric developed for the Seybert Assessment. Historically, about half of the artifacts collected had to be discarded as they did not align with the competencies measured on the rubric.
- Wendy, Jane and Marty shared that typically Humanities, Psychology, and History courses were the best sources of assignments that demonstrated the GSR Competency.
- Peggy said that there had been an assignment in biology that was developed to align with the competency, but eventually that chapter was eliminated due to the need to cover other learning competencies.
- Eileen reminded the group that if the AAC&U rubrics are adopted, not all courses with the GSR Competency in the third column would need to be sampled. Following some of the models presented in the AAC&U case studies, faculty from various disciplines can “nominate” courses/assignments that best align with the competencies and rubrics.
- The committee discussed the benefits of mapping the AA program after the new core courses are identified and the new competencies are established. Program mapping would help provide a guide to where competencies should be assessed at both formative and summative points.
- The group discussed the merits and challenges of common course assessments. Marty noted that the use of common course assessments has been helpful in

English courses, especially to provide guidance to a large cadre of Adjunct faculty. The committee discussed how assessments can be built in a way that measure overall course goals, without requiring standardized curriculum.

- Don asked the subcommittee how the AAC&U Global Learning rubric compared to the GSR rubric. Marty said that she thought the AAC&U was better.

### 3. The committee discussed the AAC&U Quantitative Literacy Value Rubric.

- Don provided the group copies of the current Quantitative Reasoning (QR) rubric used in the Seybert Assessment. The rubric had been modeled on the AAC&U Rubric. He and Peggy reported that the current QR rubric worked well for both Math and Science assignments. Don suggested modifying the language of the performance levels of the first rubric criterion (Interpretation) by replacing it with the verbiage from the AAC&U rubric. He suggested leaving the other language as is. The committee supported this revision.
- Don suggested that the AAC&U Problem Solving rubric was designed to measure single math problems. The Problem Solving rubric may not be appropriate for program-level General Education assessment. He and Peggy agreed that the QR rubric was superior to the Problem Solving rubric for use in Math and Science.

### 4. The committee reviewed the AAC&U Inquiry and Analysis Value Rubric.

- Jane noted that the Inquiry and Analysis Rubric combined the Critical Thinking competencies and Information Literacy competencies. She supported the idea of measuring the two competencies separately with distinct rubrics.
- Peggy suggested that the rubric may be appropriate for some Science courses such as BSC 1010 and 1011.
- The committee discussed possibly keeping the Inquiry and Analysis rubric on the backburner as a possible measure of Critical Thinking and/or information literacy for assignments that may have elements of both competencies.

### 5. The committee reviewed the AAC&U Creative Thinking Value Rubric.

- Marty proposed piloting the use of the rubric. It may work well with assignments in Creative Writing courses.
- Wendy suggested consulting with Professors Dana Roes, Stuart Brown and Tom Smith. They may find the rubric is something useful in their disciplines.
- The committee discussed the value of creative thinking in academics and in society. Creative thinking is important across disciplines. Don shared an update from GERC regarding progress of establishing the new General Education

Competencies. He posed the question whether creative thinking may be a subcomponent across more than one competency. Most of the committee felt that creative thinking may be a competency in its own right. Jane suggested Critical Thinking, Information Literacy, and Creative Thinking should each be separate competencies measured with separate rubrics.

6. The committee reviewed the Collegiate Learning Assessment (CLA+).

- Don asked if the group should continue to review standardized assessments in light of the consensus to adopt AAC&U Rubrics with modifications.
- Eileen suggested revising the agendas for upcoming meetings so that the committee can begin to plan a strategy for administering the AAC&U Rubric Assessment. The committee could continue to review the other assessment tools for “homework” and a small amount of time will be devoted to their review each meeting. This would allow the committee to have a broad knowledge of available assessment tools. Wendy also noted that this would help us challenge our assumptions as we moved through the process. The committee agreed to this strategy moving forward.
- Don asked if there was a designated assessment budget or a limit on what could be spent on an assessment tool. Eileen responded that she does not currently have a set budget for the assessment of the General Education Program, but knows that this is a college priority. She is confident that the Provost/VPAA and the VPRTA will provide support for the administration of any assessment tool deemed appropriate by the faculty.
- Marty noted that her initial reaction to the CLA + was that it would be difficult for students. At the same time, she felt that the performance assessment could be a good measure of students’ ability to independently analyze documents and synthesize an argument without the support of a professor. She also noted that if we were to use the CLA+ it may work best as a class assignment, so that the students took it seriously. She and Amy noted that it would be a perfect assignment for ENC 1102-Technical Writing.
- Peggy shared that the directions seemed difficult for students.
- Don noted that the student interface was a challenge to navigate. Traditional learners may find difficulty with reading documents on a screen and using them to synthesize a written argument.
- Eileen offered that future K-12 assessments (e.g. AIR) will involve computer-based performance tasks. Over time, FSW’s student population may be increasingly familiar with this format.

- The committee discussed the benefit of finding out what FGCU uses as a General Education Assessment. Don had suggested to Laura Weir that she may want to invite Jim Wohlpart, Dean of Undergraduate Studies at FGCU, to a future GERC meeting. It would be useful to both GERC and GEAS to understand FGCU's General Education program and system of General Education Assessment.

7. Eileen and Marty reviewed the committee's progress and discussed a plan for next meeting.

- The committee will begin the next meeting (Monday, June 9) by reviewing the AAC&U case studies:
  - The Midland College case study provides a framework for possible administration: <https://www.aacu.org/VALUE/casestudies/midland.pdf>
  - The University of North Carolina Wilmington case study also provides ideas for how to disaggregate data:  
<https://www.aacu.org/VALUE/casestudies/documents/UniversityofNorthCarolinaWilmington.pdf>
- The committee will begin to design a plan for General Education Assessment Administration for AY 2014-2015.
- The committee will review the ETS Proficiency Profile during the last ten minutes of the meeting. Eileen will send out access codes in advance.

Minutes submitted by Eileen DeLuca