

General Education Assessment Subcommittee of the Learning Assessment Committee

Wednesday, July 16, 2014

3:00-4:30 p.m.

I-122

Eileen DeLuca	<i>Present</i>	Marty Ambrose	<i>Present</i>
Don Ransford	<i>Present</i>	Amy Trogan	<i>Present</i>
Jane Bigelow	<i>Present</i>	Wendy Chase	<i>Present</i>
Peggy Romeo	<i>Present</i>	Joe van Gaalen	<i>Present</i>
Guest: Myra Walters	<i>Present</i>		

1. Marty welcomed committee members and invited guest, Myra Walters, Chair, Speech and Communications.
2. The committee reviewed the matrix of commonly used General Education Assessments aligned with current FSW General Education Competencies. The matrix was updated with annotations from the committee's review of each assessment tool. Marty and Eileen summarized the work the committee had done to review the ETS Proficiency Profile, the College Learning Assessment (CLA+), ACT CAAP, and the AAC&U Value Rubrics.
3. The committee reviewed an updated draft of guidelines for the fall 2014 General Education assessment and the template for submission of assignments. Discussion and suggestions:
 - a. Jane suggested revising modality choices on General Education Assignment Template to read "face-to-face, online, Dual Enrollment."
 - b. Peggy suggested adding verbiage to the assignment template for inclusion of answer keys where appropriate.
 - c. Myra noted that the assessment plan should include providing professional development for faculty to develop a shared understanding of each competency.
 - d. Joe suggested creating an assignment bank of best practices that would be made available to all faculty.
 - e. Don noted that during the Seybert Portfolio process, many faculty wanted more feedback on the assignments they had submitted. They wanted to know if their assignments were a "good fit" for the rubric and/or if the committee thought they were a "good assignment" to align with the competency. One way to increase professional development is to provide feedback and provide exemplars as suggested by Joe.

- f. Myra asked about motivating faculty to participate in the assessment. She noted that faculty who have continued to engage in college initiatives may feel that they are not be appropriately recognized. In the current plan, faculty would receive College Service credits and certificates. The committee brainstormed additional incentives:
- i. Myra suggested Wal-Mart Gift cards or items the college may already have on hand such as movie passes (check with the Foundation).
 - ii. Jane suggested gift certificates to restaurants (seek donations).
 - iii. Committee members suggested a "Hall of Fame" for faculty submitting exemplary assignments.
 - iv. Committee members suggested 10 of the recognized faculty having a lunch with Dr. Allbritten.
 - v. Myra suggested faculty who submitted exemplary assignments leading a panel to provide professional development to other faculty.
 - vi. Joe suggested recognizing faculty and their best practices on the FSW Web page. The committee supported making a request to Dr. Stewart for featuring a faculty member and her/his "showcase" assignment. Jane noted that the Library Web page receives a great deal of traffic and may be a place to feature the faculty.
 - vii. Eileen suggested sending out an "assessment" newsletter featuring one faculty a month. Wendy added that an assignment description could be included in the newsletter so that faculty could share ideas. The committee discussed a one-page document similar to FYE Newsletter designed by Whitney Rhyne. The page could include a photo, assignment description, and rationale.
 - viii. Jane suggested that communications regarding the assessment model could be titled "Celebrating Assessment."
 - ix. The committee discussed changing the culture of assessment so that more faculty see how assessment benefits them, their courses, their programs and the College. This would include more presentations from faculty who have had positive changes in their course or program due to assessment efforts. It would also include institutional responses to assessment including recognition as described above, and funding to support assessment-driven initiatives.
 - x. The committee discussed emphasizing that the assessment pilot is a chance for all faculty to shape the college's academic assessment plan, rather than have a plan imposed upon them.

- g. Myra and Marty suggested asking faculty what they would be interested in as a motivator. Marty suggested that Eileen seek a small budget to dedicate to incentives.
- 4. Marty discussed the role of the assessment coordinator in the General Education Assessment process and whether they should collect assignments by department or by competency. The committee concluded that assessment coordinators should focus on collecting assessments from their departments, no matter which competency the assignment addressed.
- 5. Peggy asked if assessments had to match the competencies designated in the third column of the syllabus. Eileen suggested that faculty need to focus on choosing assignments that align well with any of the competencies, whether or not the competency currently appears in the syllabus or currently appears tied the learning outcome. Don agreed and suggested that faculty focus on the assignment template and the actual competencies rather than the third column.
- 6. Eileen noted that the work of the GERC committee will result in updated General Education Competencies to be implemented in Fall 2015. She suggested that once the competencies are established, faculty will want to map the AA Program and the General Education Program. The mapping process will inform the Assessment Plan. This will also lead to all of the syllabi requiring revision based on the mapping process. New General Education Competencies would be included, but the format may change.
- 7. The committee continued to discuss a plan for General Education Assessment Administration for AY 2014-2015.
 - a. Marty and Eileen will request a meeting during the week of August 4 with Dr. Wright to provide an update about the General Education Assessment Plan for 2014-2015.
 - b. Depending on the Professional Development schedule for the week of August 18, they will try to schedule a meeting with Dr. Wright, the chairs, and the assessment coordinators on Monday, August 18 to review the General Education Assessment Plan, course-level assessment and provide an outline for topics to be covered at the afternoon Department Assessment Meetings on Tuesday, August 19.
 - c. The entire faculty will be apprised of the plan at the morning meeting on Tuesday, August 19. Faculty will be provided copies of the Guidelines and Assignment template as well as the titles and descriptions of the current General Education Competencies.
- 8. Amy shared additional highlights from the 2014 State Assessment Meeting.
 - a. She praised Dr. Katie Paschall's presentation and noted how proud she was of Katie and of FSW's Speech and Communications Department.

- b. She discussed her presentation with Marty and noted how many colleges were impressed with FSW's Assessment Coordinator structure. She noted that a representative from Miami-Dade was very interested in the model.
 - c. She and Marty noted that participation in the conference was a successful re-entry into assessment.
- 9. Marty and Eileen thanked committee members for their voluntary participation the GEAS Subcommittee summer meetings.

Minutes submitted by Eileen DeLuca