

**MINUTES**  
**Learning Assessment Committee**  
**11:00 a.m. – 12:30 p.m.**  
**U 102 (Lee Campus); E-105 (Charlotte Campus);**  
**G-109 (Collier Campus)**

	Present	Absent		Present	Absent
Patricia Arcidiacono	X		Barb Miley	X	
D'ariel Barnard	X		Colleen Moore		X
Andrew Blitz	X		Dr. Kristi Moran	X	
Leroy Bugger	X		Dr. Katie Paschall	X	
Jane Charles	X		Dr. Jennifer Patterson	X	
Dr. Marius Coman	X		Dr. Elijah Pritchett	X	
Dr. John Connell	X		Dr. Caroline Seefchak	X	
Dr. Mary Conwell	X		Dr. Eric Seelau	X	
Dr. Eileen DeLuca		X	William Stoudt	X	
Thomas Donaldson	X		Dr. Amy Trogan	X	
Dr. Erik Fay		X	Dr. Joe van Gaalen	X	
Dr. Rene Hester	X		Dr. Richard Worch	X	
Dr. Julia Kroeker		X	Dr. Denis Wright	X	
Margaret Kruger		X	Terry Zamor	X	
David Licht	X				
Fernando Mayoral	X				
Dr. Lisa McGarity	X				

Guest: Dr. Ivana Ilic (Math Chair)

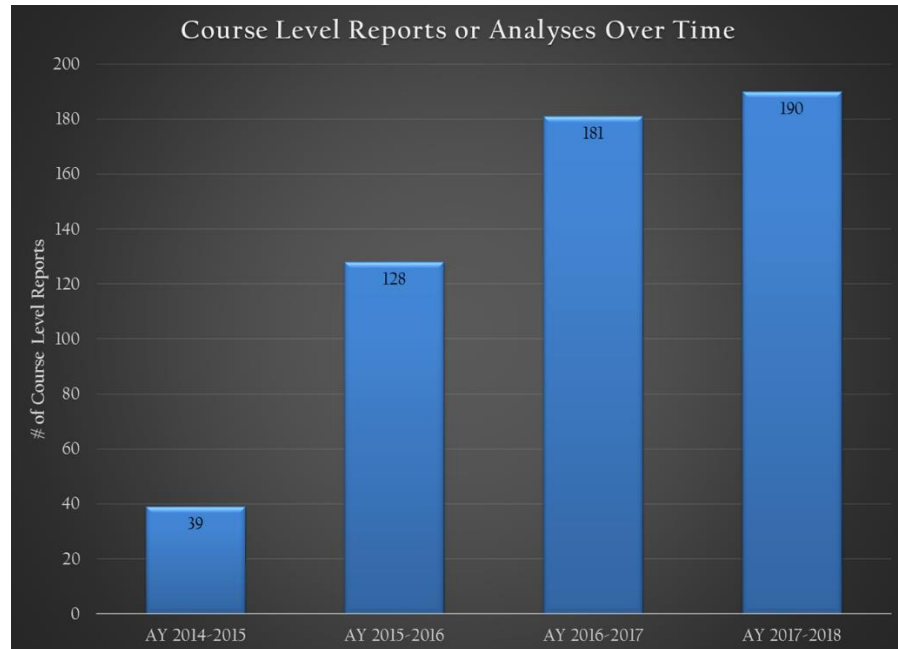
- A. C. Seefchak, LAC Chair, opened meeting at 11:05am and welcomed LAC back into term.
- B. C. Seefchak apologized for the changed LAC room meeting location due to a schedule conflict. Room was moved, this morning, from U-102 to S-260.
- C. C. Seefchak called meeting to order and brought April, 2018 minutes to the floor.
  - a. D. Wright noted clarification of A. Blitz from “approve” to “motion to approve”
  - b. A. Blitz motioned to approve April, 2018 minutes. T. Zamor seconded motion.
  - c. C. Seefchak brought vote to floor, all in favor.
- D. C. Seefchak brought forth the GenEd Wrap-Up meeting minutes from May 3, 2018.
 

Asked for any revisions required of the minutes.

  - a. M. Conwell and Pat Arcidiacono noted attendance was not included on meeting minutes. Correction will be made.
  - b. D. Licht motioned to be approve as amended.
  - c. A. Blitz seconded the motion.
  - d. C. Seefchak brought vote to floor, all in favor.
- E. C. Seefchak introduced new members to the LAC
  - a. Around the room introducing all attending meeting.

- F. C. Seefchak congratulated J. Patterson for completing doctorate.
- G. C. Seefchak reminded members of the committee charge.
- H. C. Seefchak reviewed assessment coordinator responsibilities
  - a. E. Pritchett opened discussion regarding duties and cross-connection of programs within an assessment coordinator.
  - b. C. Seefchak noted this is definitely the floor to discuss these.
  - c. J. van Gaalen noted the similarities and differences between Speech/Foreign Language and Humanities/Audio Tech.
  - d. K. Moran noted individual faculty come to her as a team for specific courses and their expertise to provide discussion for assessment
  - e. J. van Gaalen noted comparisons with other areas.
  - f. D. Wright noted he helped to forge the Coordinator description.
    - i. D. Wright noted that the vision of coordinator was actually very similar to that described by K. Moran
    - ii. D. Wright noted at some level, all faculty are responsible for assessment.
    - iii. D. Wright also noted the SACS evaluation was very thorough, and reminded all that we do great assessment, and need to stay the course and continue to strengthen
      - 1. SACS, in the 10-yr, has two teams, a written, and a visitation team.
      - 2. Without visitation in the 5-yr review, we must remember they don't always see all either, so we continue to do what we do well and with purpose.
  - g. R. Worch wished to add that it was a big concern.
    - i. He described the lack of clarity in SACS.
    - ii. He also described the lack of direction as well.
    - iii. D. Wright replied by discussing what SACS is. He describes the set up of how the system works and that the process is the focus. He notes that sometimes information is very clear, other times, this is not the case. The main premise of leaving that open, is so that academic freedom can be brought forth. D. Wright notes that "future tense language" implies more of a "we'll get around to it" than a "it is getting done." This is the need for exact language. Dr. Wright also notes this is a strength of how SACS operates, because this allows all programs to improve in unique ways.
    - iv. A. Blitz noted his history in 2004-05 with SACS. Back then, he recalls a focus on for-profit institutions. A. Blitz notes he used traditional methods to record data and found recently data problems as a result of those collections. You must identify and set goals to fix. This is the crux of his concerning areas in assessment.
    - v. J. van Gaalen noted the assistance in Compliance Assist that his officers serve.

- h. E. Pritchett asked for opinions from committee.
  - i. A. Blitz commented on his areas.
- I. C. Seefchak addressed need and purpose of LAC Sub-committees. There is (1) a sub-committee for professional development, (2) GenEd assessment / rubric work, and (3) communication sub-committee for the DataVersed and Did You Know newsletters. C. Seefchak asked members to sign-up for sub-committees at end of meeting today.
- J. Dr. van Gaalen gives a brief overview of what Assessment elements are pending and upcoming
  - a. Scope and volume of course level assessment is clearly growing



- i.
- b. Each department has a very unique process for course level assessment
- c. Focus courses in Course Level Assessment
  - i. Traditional, Online, & Dual enrollment comparison studies
  - ii. FRE for example started a pilot based on combinations of processes from other ongoing course level assessments

AY2017-2018 Course-Level Assessment Focus Courses

Social Sciences	Humanities/Fine Arts
AMH 2010, AMH 2020	HUM 2211, HUM 2235, HUM 2250
PSY 2012, DEP 2004	PHI 2010, PHI 2103, PHI 2600
ECO 2013, ECO 2023	REL 2300
POS 2041	ARH 1000
	MUL 1010
Science	Education
BSC 1010, BSC 1011	EDF 2005, EDF 2085
ISC 1001C	
Speech and Foreign Languages	Mathematics
SPN 1120, SPN 1121	MAC 1105, MAC 1114, MAC 1140
SPC 1017, SPC 2608	MAT 0057, MAT 1033
Academic Success	Health Professions
SLS 1515	HUS 1400
REA 0019	CVT 2842
EAP 1640	
Business and Technology	English
GEB 1011, MAN 2021	ENC 0022, ENC 1101, ENC 1102
CGS 1000, CGS 1100	LIT 2000
ACG 1001	

Potentially up for cycling

- Social Sciences is going through assessment modifications which may result in a 're-set' in assessment during AY 18-19
- FRE 1120 & 1121 had newly developed assessments built and piloted during AY 17-18 so they can be added
- MAT 1033 as it may also go through assessment modifications
- Potentially adding one or two sample courses from Criminal Justice or Crime Scene Tech replace GEB, ACG, or MAN, as they are undergoing numerous changes.
- Potentially adding MUM courses from Audio Tech.

iii.

d. GenEd: New Rubrics developed by Summer Rubric Project 2018

i. New FSW original rubric for "Research"

RESEARCH	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
<b>Research Questions &amp; Thesis</b>	Constructs a research question as reflected by a coherent and insightful thesis statement.	Constructs a research question as reflected by a thesis statement.	Develops an imprecise or vague research question reflected by an insufficient thesis and / or a limited framework for the topic / assignment.	Lacks a research question as reflected by an insufficient thesis and a minimal framework for the topic / assignment.
<b>Information Retrieval</b>	Interpolates with discernment credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Interpolates credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Identifies credible evidence through the selection of materials mostly relevant to the topic and one another within the context of the assignment.	Names some credible evidence, but with a limited relationship to the topic and / or one another within the context of the assignment.
<b>Interpretation of Evidence</b>	Evaluates information, and draws apposite and perceptive inferences from selected sources.	Analyzes information and draws apposite inferences from selected sources.	Identifies information and draws simplistic inferences from selected sources.	Identifies information but draws minimal inferences from selected sources.
<b>Community of Scholarship</b>	Adopts and synthesizes the viewpoints and contributions of experts from an appropriate discipline(s).	Integrates the viewpoints and contributions of experts from an appropriate discipline(s).	Summarizes the viewpoints and contributions of experts from an appropriate discipline(s).	Identifies the viewpoints and contributions of experts from an appropriate discipline(s).
<b>Documentation of Sources</b>	Uses an appropriate citation style to correctly document sources in a bibliography and / or in text with minimal errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document most or all selected sources, but has a few errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document some sources, but has several or many errors in formatting the citations (bibliography / in-text).	Uses a citation style to document few sources, but has significant and disruptive errors in formatting the citations (bibliography / in-text).

ii.

iii. New FSW original rubric for "Investigate"

INVESTIGATE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
<b>Connections to Experiences</b>	Evaluates the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Reflects on the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Describes the relevance of connections among life experiences to concepts / theories / frameworks of fields of study.	Identifies limited connections among life experiences to concepts / theories / frameworks of field of study.
<b>Connections to Discipline</b>	Generates conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Connects examples, facts, or theories from more than one field of study or perspective.	Describes examples, facts, or theories from more than one field of study or perspective.	Identifies examples, facts, or theories from a limited range of perspectives or fields of study.
<b>Transfer of Knowledge</b>	Adapts skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues.	Summarizes skills, abilities, theories, or methodologies learned from one situation to new situations to contribute to understanding of problems or issues.	Identifies skills, abilities, theories, or methodologies gained in one situation that relate in a minimal or limited way to another.
<b>Transdisciplinary Problem Solving</b>	Devises innovative solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Appraises current solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Summarizes current solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.	Identifies a limited number of solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.

- iv.
- v. Hope is that all or parts of these rubrics can be used generally by all FSW faculty for assignments that align to the Research or Investigate General Education competencies
- vi. Thanks members of Summer Rubric 2018
- e. Summer Rubric Project Meeting notes:
  - i. There is a need for incorporating national travel into the curriculum. The International Education office may be able to support international travel, but national events, conferences, and otherwise distance locales are less capable of being experienced by the FSW student without a means of support at FSW (e.g., funding, Support staff).
  - ii. There is a need for physical vehicles to support travel functions within an individual classroom setting. For example, two 12-passenger vans, owned by FSW, would satisfy a wide variety of courses in which a lecture, lab, or workshop can be held offsite at local hotspots for the discipline. Science classes can travel to a local site for study within the timeframe of a standard laboratory class time period. Class from the School of Arts, Humanities, and Social Sciences would be able to visit local museums, historic sites, or other areas of interest.
  - iii. Office of Academic Assessment will assist in preparing a set of exemplar assignments as described by scorers from previous ('Research' and 'Investigate') assessments.
  - iv. Learning Assessment Committee will prepare a set of exemplar assignments with the assistance of contributing faculty in preparation for

the upcoming (AY 2018-19) assessment of ‘Visualize’ and ‘Engage’ competencies.

- f. Review of feedback report from past two years of GenEd feedback scorers. Assessment office put it together to help prepare a set of exemplar assignments. This can help departments continue to align assignments with GenEd competencies
- g. Summer Rubric team chose both AAC&U rubrics for Visualize & Engage
- h. Listed potential courses for 18-19 GenEd Assessment sampling
  - i. Warning to follow spirit and guidelines of sampling – switching a class section from 9am lee to 10am lee is fine, but please don’t switch out your submissions from different campuses or class modalities (online vs. traditional, etc.)

**Visualize**

- Arts, Humanities & Social Sci: ANT 1410, ART 1201C, HUM 2020, HUM 2211, HUM 2235, HUM 2250, HUM 2410, INR 2002, SYG 1000, SYG 1010
- Business & Tech: BNC 1272, CCJ 1010, CJE 2770, CTS 1131, EGS 1001, ETD 2340, GEB 1011, MAN 3301, PAD 4414, PLA 2202, PLA 2800, RMI 2001, SUR 1100, TRA 2402
- Education: CHD 1332, TSL 4080, TSL 4140
- Health Professions: DEH 2702, HUS 2551, FFP 1825, FFP 2521

**Engage**

- Arts, Humanities & Social Sci: ART 2012C, CLP 1001, CPO 2001, ECO 2013, SLS 1515
- Business & Tech: BCN 1040, BUL 2241, CJE 2711, CJL 2610, COP 2800, CTS 2142, MAN 3303, PAD 2949, PAD 3003, PAD 4932, PLA 2880, SLS 1331
- Education: EDE 3315, EDE 4223, EEC 1946, EEC 1947
- Health Professions: DEH 2702L, EMS 2119L, EMS 2421, EMS 2601L, EMS 2602L, EMS 2646, EMS 2661, FFP 1505, FFP 1825, FFP 1832, FFP 2111, FFP 2120, FFP 2630, FFP 2706, FFP 2740, FFP 2741, FFP 2810, HUS 2842L, HUS 2843L, NUR 3655, NUR 4827, NUR 4827C, NUR 4827L

- ii.
- i. Training on Compliance Assist
  - i. Two possible links – try both if one doesn’t work, vendor issue
  - ii. Dr. van Gaalen goes over navigational tips and tricks for using Compliance Assist
    - 1. Asks K. Paschall if he can use hers as an example
    - 2. K. Paschall agrees
    - 3. Notes how clearly the writing under results from prior year used to develop this outcome aligns with number and type of attachments.
      - a. Good supporting tool: attach the actual assessment instrument
      - b. You can easily copy conclusions sections or particular graphs from assessment reports, along with the full report attached.
    - 4. Analysis=What does it mean???? With respect to goal and achievements in past, so restate goals/achievements. Not “What do we do now?”
    - 5. Use of results = who did you talk to? When? What did you say?
      - a. Meeting minutes will support this.

- b. Gave example from E. Pritchett in humanities – identified an issue, and decided to bring a plan for how to address the issue - focus groups- as an idea to the next larger body meeting
        - c. Meeting with Assessment Office counts. And Assessment Office will provide Minutes
- 6. Awareness that multiple tabs are not easy
- 7. Effectiveness Department is currently going over compliance assist. We encourage you to continue your work, be proactive.
- 8. Don't ask when is this due? The answer is August 31<sup>st</sup>/Soon as you can
- 9. A. Blitz asked when do we compare traditional vs. online?
  - a. Dr. van Gaalen replied that we already do comparisons in the assessment reports for every appropriate department, available online. You can check there first for historical data regarding your department, or we encourage you to start that focus as soon as possible.
  - b. A. Blitz asked about individual DE students in class – how to collect that data.
  - c. J. Van Gaalen & Dr. Wright clarified that the focus on DE is concurrent dual enrollment (offsite classrooms)
- iii. Dr. Seefchak opened the floor to Dr. Wright again for his motion in hold to ask SACS for clarity
  - 1. Dr. Worch agreed that with Dr. Wright's comments a motion would not be appropriate at this time
- K. C. Seefchak addressed PD and LACs connections to it and to look for new information soon on this area.
- L. C. Seefchak reminded all of the newsletter coming out soon.
- M. C. Seefchak asked for motion to adjourn. A. Blitz motioned to adjourn. R. Worch seconded. All in favor to adjourn.

Meeting closed 12:32pm

Minutes submitted by Dr. Joseph van Gaalen, 09-10-2018