

AGENDA

Learning Assessment Committee

General Meeting

Friday, September 7, 2018, 11:00 a.m.

U 102 (Lee Campus); E-105 (Charlotte Campus); G-109 (Collier Campus)

Members:

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

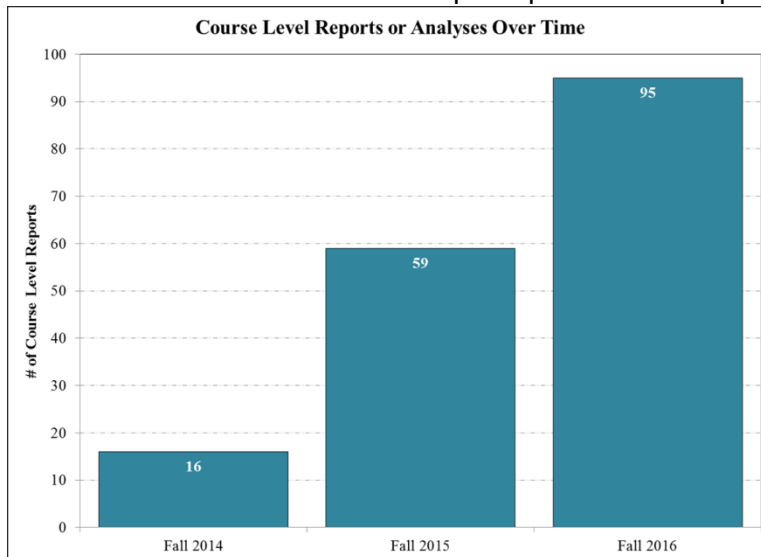
- I. Welcome and Call to Order – Caroline Seefchak, Committee Chair
- II. Approval of April 2018 meeting minutes
- III. Approval of May 2018 General Education Wrap-up Minutes
- IV. Introduction of new members
 - a. Membership list
 - b. New Academic Assessment Analyst
 - c. Committee Charge and Responsibilities
- V. Review of Assessment Coordinator Responsibilities
- VI. LAC Sub-committees
 - a. Sub-committee sign-up:
Gen Ed Assessment, LAC Professional Development, LAC Communications
 - b. Duties within sub-committees
- VII. Course Level Assessment – Joe van Gaalen, Director of Assessment and Effectiveness
 - a. Reports
 - b. AY 2018-2019
 - c. Effectiveness and Compliance Assist Brief Training
- VIII. General Education – Joe van Gaalen, Director of Assessment and Effectiveness
 - a. Summer Rubric Creation
 - b. AY 2018-2019
- IX. LAC Professional Development
- X. LAC Newsletter
- XI. New Business
- XII. Adjournment

MINUTES
Learning Assessment Committee Meeting
4/7/2017
12:00 – 1:00
AA-177 (Lee Campus); E-105 (Charlotte Campus);
G-109 (Collier Campus)

Members Present: Eric Seelau, Amy Trogan , Joe Van Gaalen, Barbara Miley, Jane Charles, Richard Worch, Fernando Mayoral, Allison Studer, Lisa McGarity, Sarah Lublink, John Connell, Elijah Pritchett, Jennifer Patterson, Eileen DeLuca, Katie Paschall, Rebecca, Harris, Margaret Kruger, Colleen Moore, Marty Ambrose, Tom Donaldson, Caroline Seefchak, Marius Coman, Kristi Moran

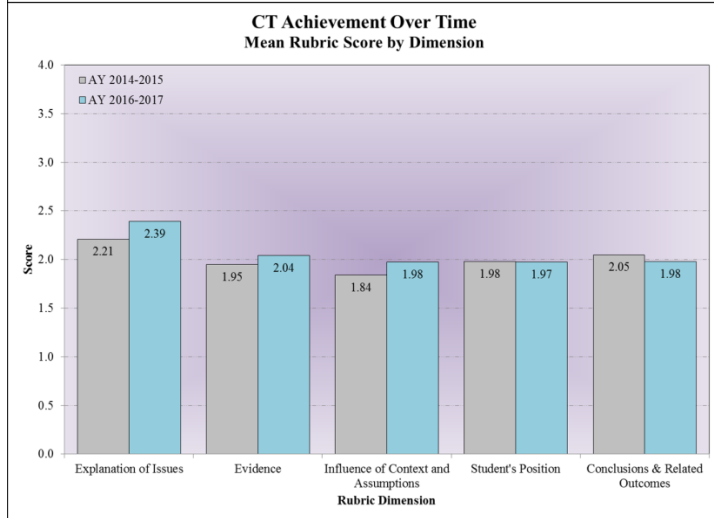
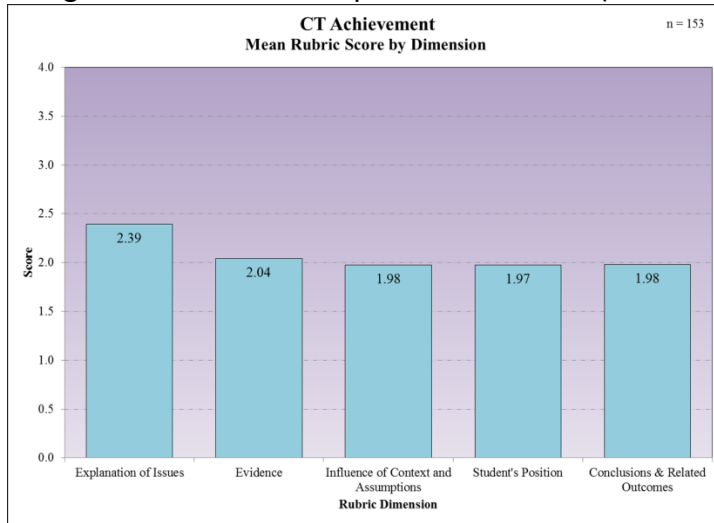
Members Absent: Megan Just, Eric Fay

1. A. Trogan opened the meeting asking for a review of March meeting minutes.
 - a. R. Harris motioned to approve minutes
 - b. J. Connell seconded the motion and minutes were approved.
2. J. van Gaalen provided an update on course level assessment noting a continued increase in the number of course level assessment reports provided to departments for review

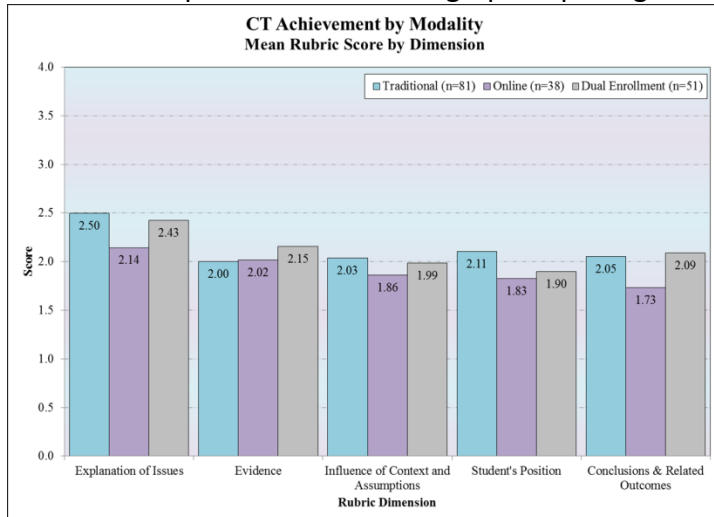


- a.
 - b. J. van Gaalen noted that as of April 7 all course level assessments for fall 2016 were complete.
3. J. van Gaalen provided an update on General Education assessment noting that as of this meeting 5/6 Critical Thinking (CT) scorers have reported data and 2/6 Scientific and Quantitative Reasoning (QR) scorers have reported data. However, J. van Gaalen also noted that two additional scorers reported data at the beginning of this meeting. Since limited QR data was available at the time of meeting a preliminary review of CT data only would be provided here:

- a. J. van Gaalen reported mean scores for the CT competency across rubric dimensions. (figure below). For comparison purposes, J. van Gaalen provided these scores alongside results from the pilot in 2014-2015 (item b. below).



- b.
c. J. van Gaalen provided the below graph depicting mean rubric scores by modality.



4. J. van Gaalen then reminded committee members of the March meeting review of potential competency assessment options for the AY 2017-2018 where “Research” and “Investigate” were identified as the most likely candidates. To inform committee members of the nature of a potential random selection of assignment submissions based on identified “Integral” competency of each course according to the newly identified General Education Competencies (C-R-E-A-T-I-V-E), J. van Gaalen provided the below listing for the number of courses identified in each:
 - a. Investigate (“I”): 38 courses
 - b. Research (“R”): 57 courses
5. A. Trogan proposed a motion for the use of the random selection process for General Education Assessment in 2017-2018. M. Ambrose motioned, C. Seefchak seconded the motion. Motion was approved.
6. J. van Gaalen also reminded committee members of the March topic regarding summer review plans for modifying AAC&U rubrics to better fit the needs of FSW General Education Assessment through the use of scorer feedback over the last three years of assessment.
 - a. J. van Gaalen suggested the use of a collaborative lab approach with a maximum of four meetings with the first meeting in mid-May and the last in early-to-mid August. A potential schedule might look like the following:
 - i. May: initializing tuned rubrics for FSW (and potentially multiple versions for assignment types)
 - ii. June/July: revisions based on reflection from session 1 results
 - iii. August: finalize new AAC&U-based FSW general education rubrics
7. A. Trogan commented that the collaborative lab approach would be efficient and proposed motions for both the evaluation of “R” and “I” rubrics for use in AY 2017-2018 (as suggested by J. Charles) and the evaluation of rubrics used in previous assessment years over the summer and as described by J. van Gaalen. J. Charles motioned and R. Harris seconded the motion. Motion was approved.
 - a. E. DeLuca asked will we have two groups (one for R/I, the other for previous competencies)?
 - b. E. DeLuca suggested and committee agreed that the summer plan will begin as one group and split, if needed.
 - c. R. Harris suggested that the review of “R” and “I” rubrics begin with a number of rubrics not just AAC&U VALUE Rubrics.
 - d. M. Ambrose suggested a sign-up sheet for summer work. A. Trogan completed this at the end of this meeting.
8. A. Trogan commented on the great work of coordinators and GenEd Scoring Sub-committee.
9. A. Trogan noted that the April newsletter is almost ready.
 - a. GenEd data will be displayed and is awaiting finalization by J. van Gaalen as data continues to come in.
 - b. E. DeLuca suggested J. van Gaalen provide list of courses that might be selected in randomized assessment to chairs. A. Trogan suggested including the list in the upcoming newsletter.

10. A. Trogan reminded the committee of upcoming professional development "General Education Assessment Feedback" on April 24.
11. A. Trogan reported that Professional Development will be moving forward with the Assessment Workshop package. M. Walters reported to A. Trogan about having Assessment related information be discussed with new faculty at an earlier time in their start at FSW.
12. A. Trogan suggested a liason for Professional Development from the LAC Professional Development Sub-committee which will be filled during the AY 2017-2018.
13. A. Trogan opened the topic of a new chairperson for the LAC. M. Ambrose nominated C. Seefchak. R. Worch seconded the nomination. A. Trogan will report the nomination for approval to the Faculty Senate.

R. Harris motioned to adjourn. R. Worch seconded.

MINUTES
Learning Assessment Committee Open-Invite Meeting
Thursday, 5/3/2018
11:00am – 1:00pm
U 102 (Lee Campus); E-105 (Charlotte Campus);
G-109 (Collier Campus)

Attending: D’ariel Barnard, Kathy Clark, Marius Coman, Eileen DeLuca, Sabine Eggleston, Rebecca Harris, Martin McClinton, Lisa McGarrity, Barbara Miley, Colleen Moore, Katie Paschall, Elijah Pritchett, Don Ransford, Thomas Rath, Caroline Seefchak, Deborah Teed, Amy Trogan, Joseph van Gaalen

- I. C. Seefchak affords welcome to LAC members and guests, 11:01am with brief introduction before opening review to J. van Gaalen



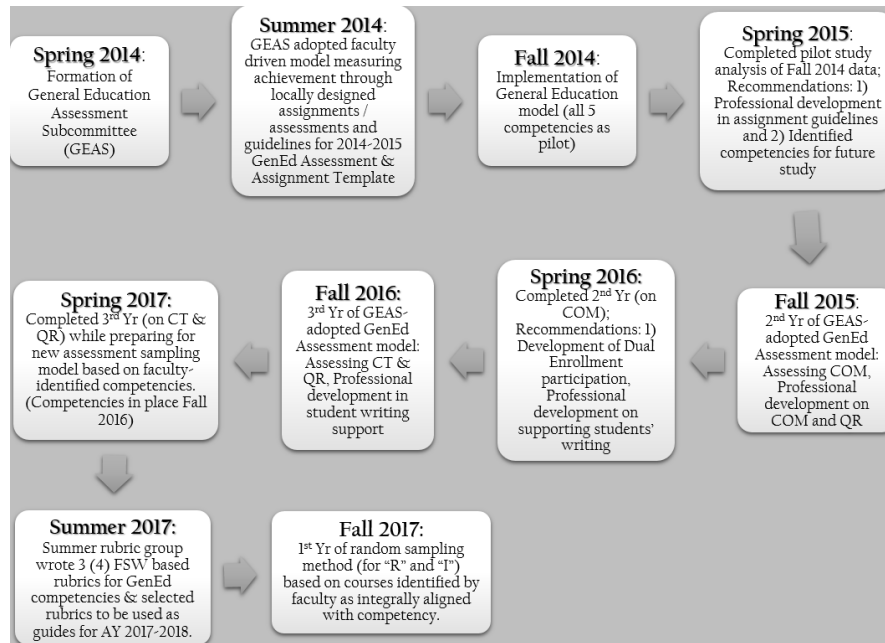
- *Data Versed* – monthly publication of the Learning Assessment Committee
- *Did You Know?* – twice-yearly informational piece



**Professional Development in Response to
 AY 2016-2017 Assessment Study**

- *Assessment Workshop 101 – continues following Fall 2015 pilot*
 Amy Trogan, Donald Ransford, Katie Paschall, Joseph van Gaalen, Eileen DeLuca
- *An Overview of Classroom Assessment Techniques (CATs) to Improve Student Learning*
 Caroline Seefchak
- *It's Data-licious 2: The MCQ*
 Joseph van Gaalen
- *Don't Limit Your Students: Sources for Research Assignments*
 Jane Charles

- b.
- II. J. van Gaalen reviews current GenEd Assessment plans based on history of GenEd at FSW



a.

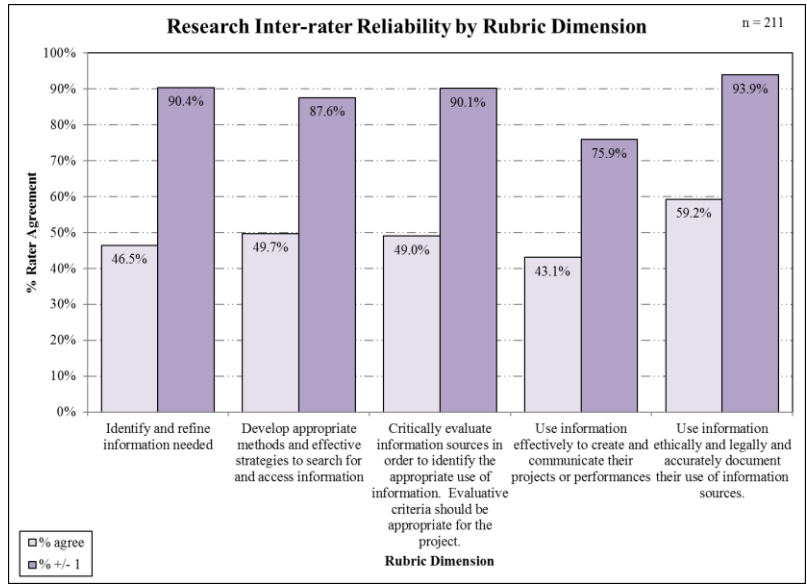
III. J. van Gaalen reviewed informational data regarding GenEd assessment for AY 2017-2018 with respect to previous years.

- **53** assignments collected from **53** randomly selected courses from either “Research” or “Investigate” identified courses (25 “I”, 28 “R”) spanning **17** disciplines and encompassing **735** individual artifacts.
- By comparison, AY 2016-17 had **47** volunteered assignments spanning **9** disciplines with **885** artifacts.
- All college locations (Charlotte, Collier, Hendry-Glades, and Thomas Edison {Lee}) represented in the study as well as FSW Online and Offsite locations (concurrent dual enrollment).
- **14** volunteers serving in seven scoring groups scored a sample of **382** artifacts (52% of total artifacts). (AY 16-17 was 376, for 42%)

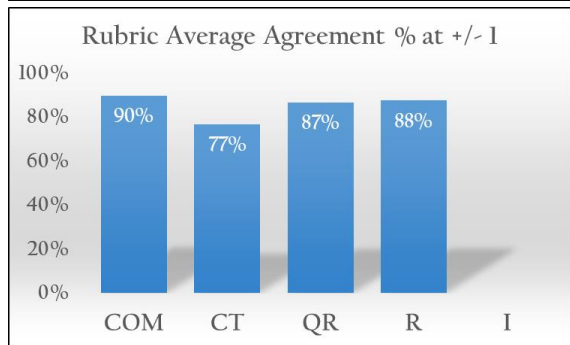
Marty Ambrose, Jane Charles, Marius Coman, Tom Donaldson, Dale Hoover, Julia Kroeker, Fernando Mayoral, Barbara Miley, Colleen Moore, Shawn Moore, Katie Paschall, Jennifer Patterson, Eric Seelau, Bill Stoudt

a.

IV. J. van Gaalen reports inter-rater reliability data for the ‘Research’ assessment along with comparatives.

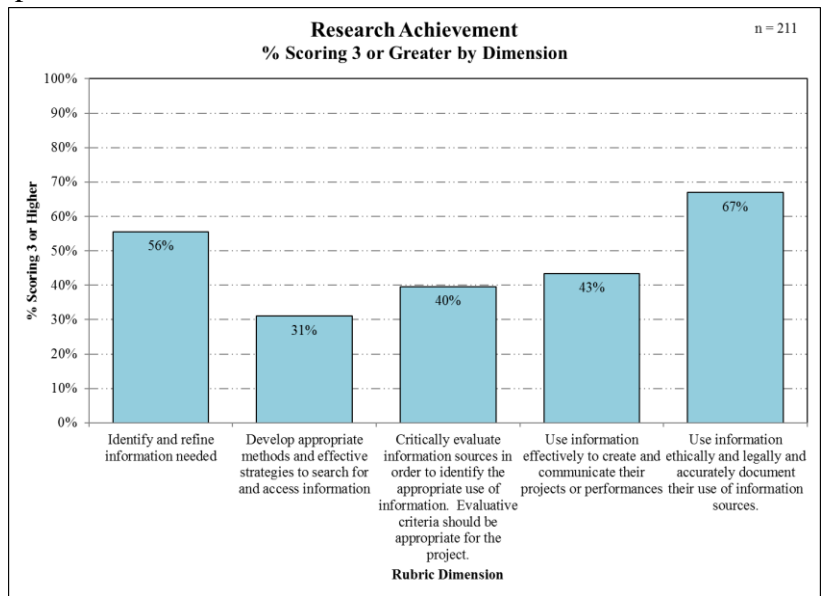


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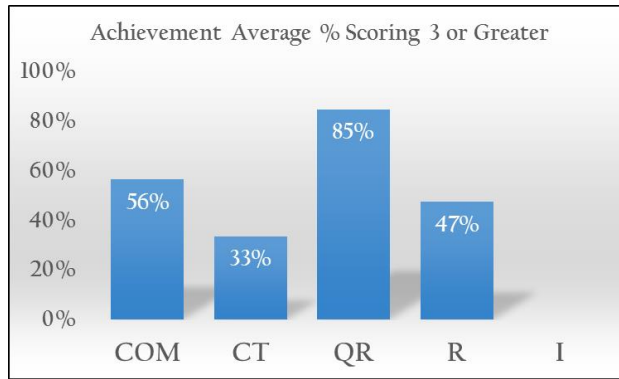


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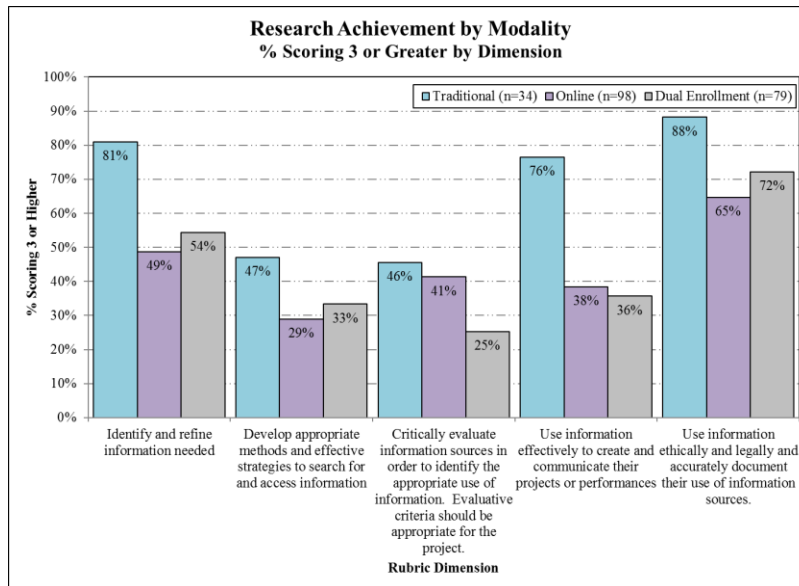
V. J. van Gaalen reports achievement data for the 'Research' assessment along with comparatives.



a.

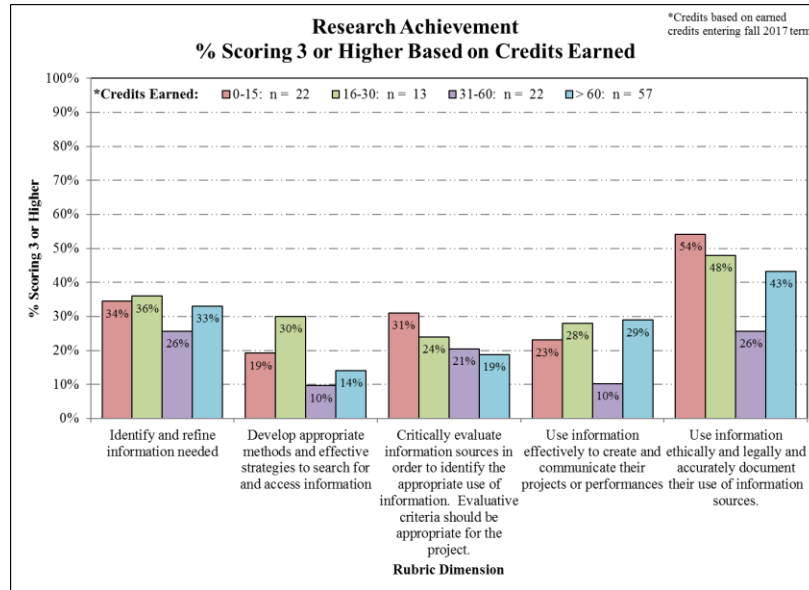


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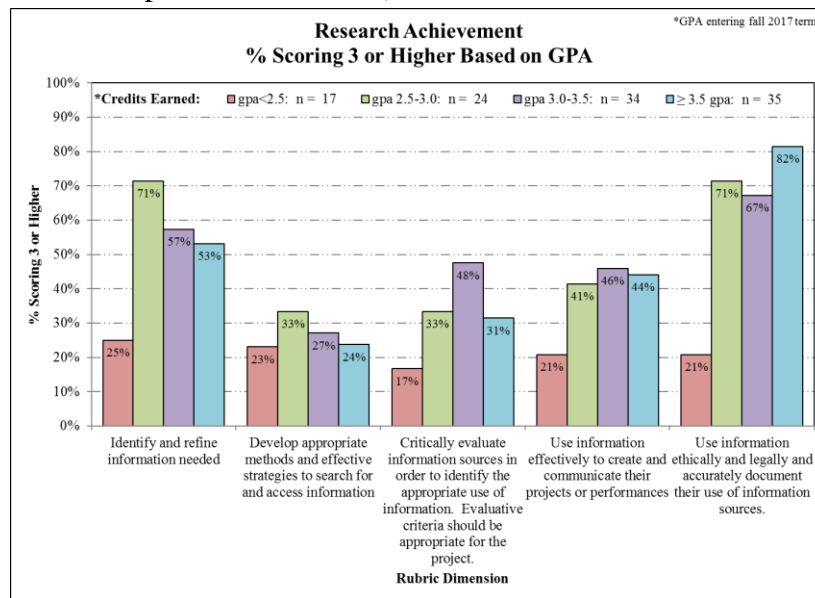


c.

d. J. van Gaalen noted that it is important to review assignments that are being assessed with respect to the rubric and the competency. Without a strong alignment between the task (competency) and the rubric/assignment, assessment measurements will always yield results more telling of the process and alignment rather than true achievement.



- e.
- f. E. DeLuca noted that you have to acknowledge credit vs. General achievement relationships are not intuitive, but doesn't mean we shouldn't continue to assess.



- g.
- VI. J. van Gaalen reported general feedback from scorers:

Overall Response:

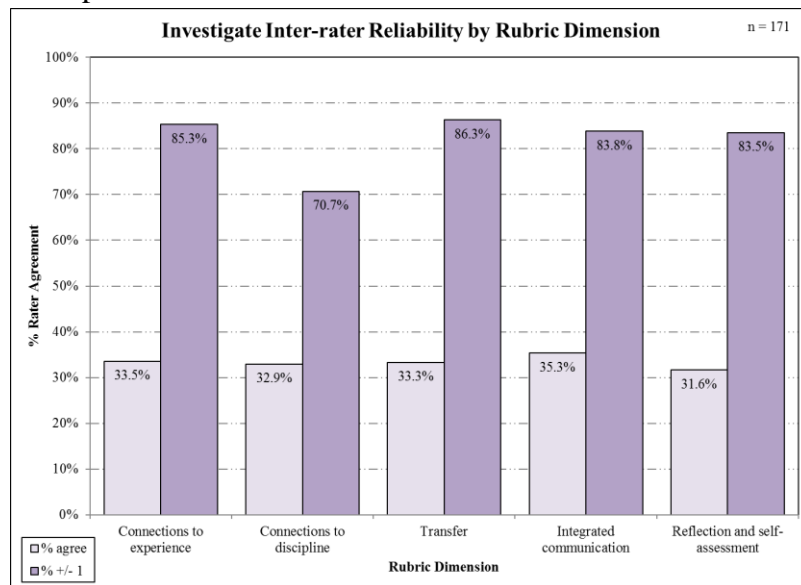
Adequate, but not sure it is best suited for FSW needs. Good for certain types of assignments, but not all. Some dimensions are always going to be difficult because they are very assignment specific.

Trends in Responses:

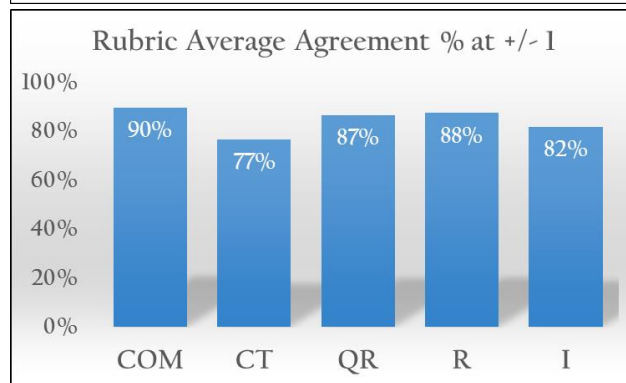
- Often the rubric addresses areas the assignment does not call for (entire dimension can't be scored). The 1st, 2nd, 3rd, and 5th dimensions were called out by different scorers.
 - Didn't like the "sending to another rubric."
 - Dimensions don't seem too similar (little overlap).
- a.

- b. D. Ransford noted that a repository of ideal assignments that line up well with rubrics may be a good idea. E. DeLuca noted this was a good idea, but don't forget to ask faculty permission first.
- c. R. Harris notes that it's difficult to utilize piecemeal assignments. Maybe need revision of "What is Research?" in competency in a broad, college-wide discussion.
 - i. D. Ransford noted that duty days are rare times to find all faculty together, so do brief trainings on those days.
 - ii. C. Seefchak noted that the LAC with the Teaching and Learning Center (TLC) will look towards making this a reality.

VII. J. van Gaalen reports inter-rater reliability data for the 'Investigate' assessment along with comparatives.

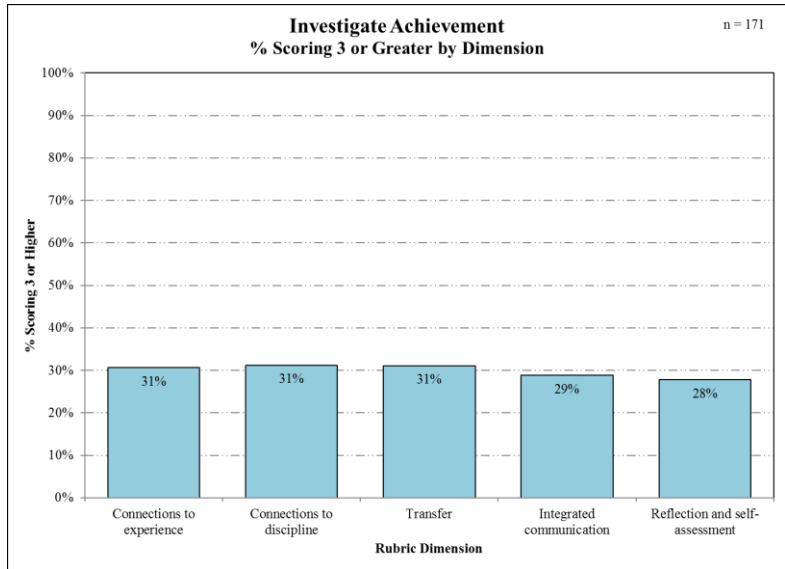


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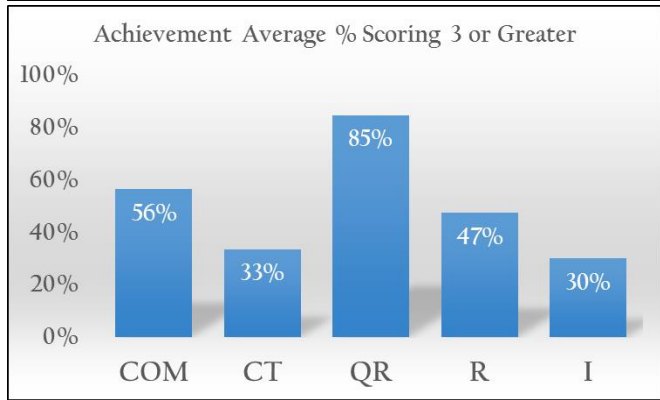


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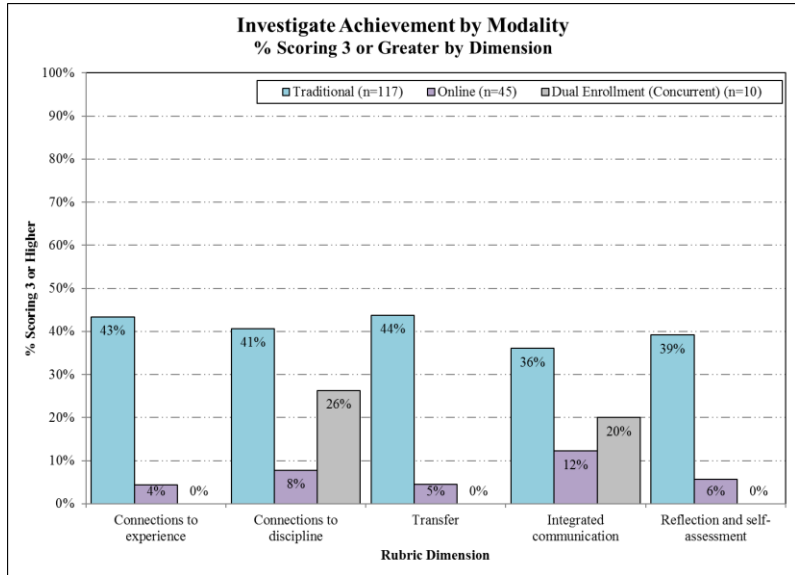
VIII. J. van Gaalen reports achievement data for the 'Investigate' assessment along with comparatives.



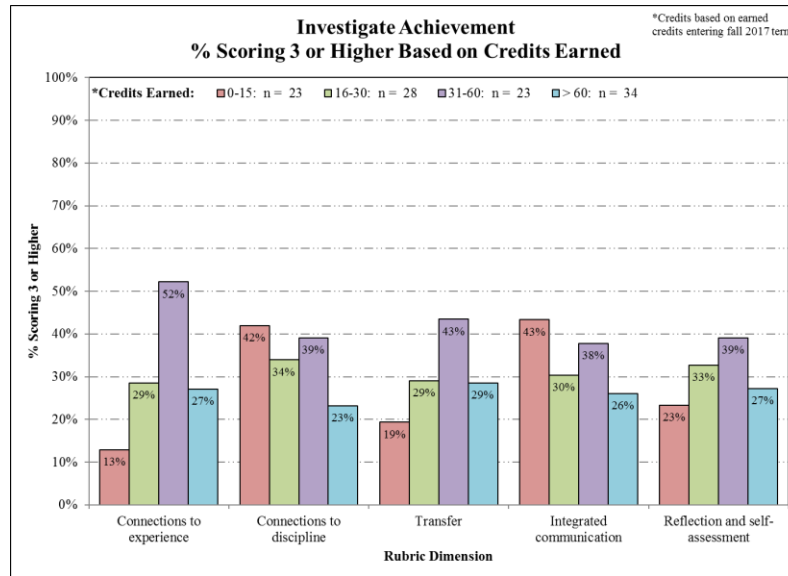
a.



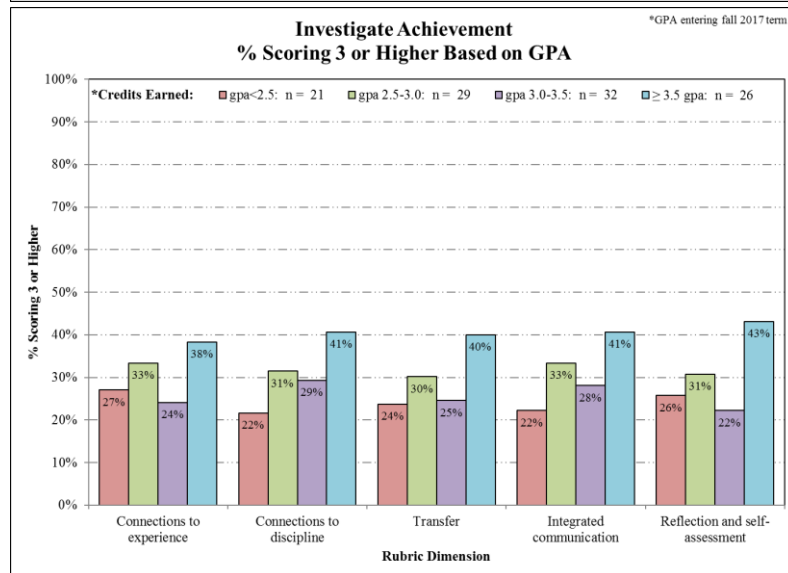
b.



c.



d.



e.

IX. J. van Gaalen reported general feedback from scorers:

Overall Response:

Made attempt at addressing transdisciplinary thinking, which is not an easy task, but didn't fully achieve this goal.

Trends in Responses:

- Poor alignment between assignment and rubric dimensions.
- 1st and 5th rubric dimensions appear to cover some of the same ground.
- Very few assignments really tapped into the concept of "Investigate."

a.

X. J. van Gaalen reported feedback considerations for discussion:

1. AY 2018-2019 focus: “Visualize” and “Engage.”

Complete/planned in black: **C R E A T I V E**

2. What professional development plans (and continuations) for AY 2018-2019?
 - A. Summer Rubric Work Group
 - i. Selection of rubrics for “V” and “E”
 - ii. Revising rubrics for FSW purposes for “Research” and “Evaluate.”
 - B. Future professional development.
 - i. Writing “Investigate” assignments?
 - ii. Evaluating your competencies (Integral & Supplemental)?
- a.
- b. E. DeLuca noted that it may be an option to have faculty bring in old assignments to TLC’s for refinement so profs leave with something tangible. And/or target specific courses one at a time.
- c. R. Harris noted the importance of closing the loop. Developing an FSW-based rubric is one thing, but it won’t fix it all. Motivating the faculty to push towards assessments of strength and depth would be very valuable.

Meeting minutes provided by J. van Gaalen and D. Barnard.

Coordinator of Departmental Assessment

Specific Duties:

- Administer, in cooperation with the Dean and/or Department Chair, assessment activities related to the department.
- Regularly communicate with department faculty regarding assessment
- Work with department faculty to develop assessments, to prepare for scoring, and to administer assessment activities.
- Assist Dean and/or Department Chair in updating and maintaining college-wide assessment databases.
- Work with the Dean and/or Department Chair and the appropriate assessment administrator to develop assessments and an assessment process for dual enrollment courses.
- Serve as the Department's representative to the Learning Assessment Committee.
- Complete research related to Departmental assessment planning.
- Participate in one of the following subcommittees: Assessment Newsletter, General Education Assessment, and Professional Development.

Selection Process:

Faculty may nominate themselves for this role, with current LAC members having preference. The Coordinator of Departmental Assessment is then recommended by the department chair or program coordinator (if there is one) to the Dean. The formal recommendation for appointment is made by the Dean to the Provost/VPAA. The Provost/VPAA has final appointment authority.

Compensation:

The Coordinator of Departmental Assessment will receive a \$1500 annual stipend for the academic year. Appointment may be renewed annually at the discretion of the Dean and Provost/VPAA.

Positions available:

Fine Arts and Humanities, Sciences, Mathematics, English, Speech and Foreign Language, Social and Behavioral Sciences, Health Professions, Education, Business and Technology, College and Career Readiness, Library, and College Success [TBA].

Learning Assessment Committee

Committee Charge

Responsibility

The Learning Assessment Committee is charged with developing and recommending procedures and best practices which provide the college with measureable data to assess student learning.

The Learning Assessment Committee will assist academic disciplines develop plans to develop assessment strategies, rubrics, and methods for using data to make changes in the delivery of course material to promote student success.

- Make formal recommendations on the best practices for data collection, assessing results, and making changes to promote student success in General Education.
- Make formal recommendations on the best practices for data collection, assessing results, and making changes to promote student success in academic disciplines.
- Work with other facets of the College to develop training for all faculty in assessment strategies, developing and using rubrics, and making course modifications.
- Each faculty committee member is their discipline's assessment liaison and has responsibility to keep the department involved in the assessment process.

Membership

Membership should include faculty from Lee, Collier, and Charlotte Campuses and the Hendry/Glades Center: Director of Course Level Assessment and Registrar; one member of the Office of Research, Technology, and Accountability; one Academic Dean, and one faculty member from each of the following departments/disciplines:, Education, Business and Technology, Mathematics, Biological Science, Physical Sciences, English, Humanities, Fine Arts, Foreign Languages, Speech, Health Sciences, Library, Social and Behavioral Sciences, History, and Student Life Skills. Faculty members will serve for a three year term and are limited to two consecutive three-year terms (with the exception of the Chair who will serve for a maximum of two additional years after assuming the role of Chair.)

Committee Chair

The Provost/VPAA had appointed the Learning Assessment Committee Chair to serve up until 2016-2017. Starting 2017-2018, the Learning Assessment Chair will be elected from the faculty membership on the committee and will serve for a two year term, subject to the approval of the Provost/Vice President of Academic Affairs.

Meetings

Monthly September through April.

Reporting

The Learning Assessment Committee Chair will meet with the Provost/VPAA twice a semester to update him/her on the Committee recommendations and suggested actions. Meeting minutes must be maintained and will be posted for all College review within 2 weeks of each meeting. Committee members will make sure their discipline's Learning Assessment plan, results, and actions taken are updated once a semester on the Learning Assessment Website.

Learning Assessment Committee Subcommittees

Each member of the Learning Assessment Committee has the opportunity to serve on one of three enriching subcommittees. The duties of subcommittee members are listed below. Subcommittee lists will be open for sign-up during the first meeting of the academic year.

General Education Assessment Subcommittee

- Provide input on General Education procedures, such as attaining artifacts and responding to results.
- Participate on a scoring team for General Education Assessment
- Coordinate opportunities where General Education results can be shared with other faculty

Professional Development Subcommittee

- Participate as one of the facilitators of the online Assessment 101 workshop
- Attain feedback from faculty on professional development needs and interests
- Develop and coordinate assessment-related professional development opportunities with FSW Teaching and Learning Center
- Implement faculty feedback attain through assessment-related professional development offerings.

Communications Subcommittee

- Plan and edit the monthly assessment newsletter
- Choose the subject of the “faculty spotlight” section of assessment newsletter
- Collaborate with designers and edit the newsletter before publication
- Plan and create LAC communication for events
- Incorporate feedback from other LAC members and other faculty members

**Learning Assessment Committee
Membership - AY 2018-2019**

Name	School or Department	Member Type
Patricia Arcidiacono	Health Professions	General Member
D'ariel Barnard	Academic Assessment & Effectiveness	Ex officio (non-voting)
Andrew Blitz	Computer Science & Construction Tech	Assessment Coordinator
Leroy Bugger	Business & Accounting	Assessment Coordinator
Jane Charles	Library	Assessment Coordinator
Dr. Marius Coman	Science	Assessment Coordinator
Dr. John Connell	Speech & Foreign Language	General Member
Dr. Mary Conwell	Paralegal Studies	Assessment Coordinator
Dr. Eileen DeLuca	Academic Affairs	Ex officio (Provost)
Thomas Donaldson	Social Sciences	General Member (on sabbatical for fall)
Dr. Erik Fay	Science	General Member
Dr. Rene Hester	Student Life Skills	Assessment Coordinator
Dr. Julia Kroeker	Education	Assessment Coordinator
Margaret Kruger	Health Professions	General Member
David Licht	Mathematics	General Member
Fernando Mayoral	Foreign Language	Assessment Coordinator
Dr. Lisa McGarity	Science	General Member
Barb Miley	Accountability & Effectiveness	Ex officio (non-voting)
Colleen Moore	Health Professions	Assessment Coordinator
Dr. Kristi Moran	Mathematics	Assessment Coordinator
Dr. Katie Paschall	Speech	Assessment Coordinator
Jennifer Patterson	Business & Tech	General Member
Dr. Elijah Pritchett	Humanities & Fine Arts	Assessment Coordinator
Dr. Caroline Seefchak	Education	Committee Chair
Dr. Eric Seelau	Social Sciences	Assessment Coordinator
William Stoudt	Mathematics	General Member
Dr. Amy Trogan	English	Assessment Coordinator
Dr. Joe van Gaalen	Academic Assessment & Effectiveness	Ex officio (non-voting)
Dr. Richard Worch	Criminal Justice & Public Safety	Assessment Coordinator
Dr. Denis Wright	Health Professions	Ex officio (non-voting)
Terry Zamor	Mathematics	General Member