

# MINUTES

## General Education Assessment Wrap-Up

*Presented by*

The Office of Academic Assessment and the Learning Assessment Committee

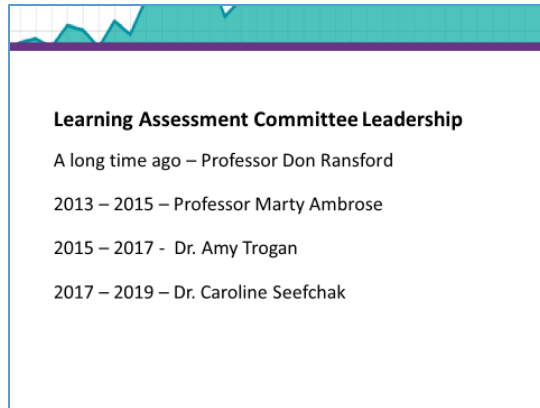
Thursday, May 2, 2019, 10:00 a.m.

AA 168 (Lee Campus); J 118 (Charlotte Campus); G 109 (Collier Campus)

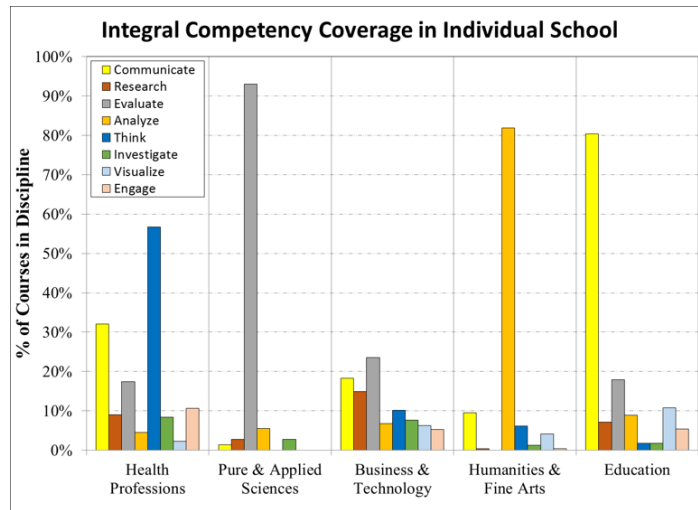
	Present	Absent		Present	Absent
D'ariel Barnard	X		Barbara Miley	x	
Andrew Blitz			Colleen Moore		
Leroy Bugger			Dr. Kristi Moran		
Jane Charles	x		Dr. Katie Paschall	X	
Dr. Marius Coman			Dr. Jennifer Patterson	X	
Dr. John Connell			Dr. Elijah Pritchett	X	
Dr. Mary Conwell			Dr. Caroline Seefchak	X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

**Guests: Dr. Joyce Rollins, Rachel Gloster, Dr. Rebecca Harris, Donald Ransford, Dr. Kelly Roy, Myra Walters, Dr. Brian Page, Dr. Paula Tropello, Dr. Debbie Psihountas, Monica Moore, Dana Roes, Dr. Martin McClinton**

1. C. Seefchak welcomed participants, acknowledged the efforts of the LAC members, and reiterated the goals and structure of the committee
  - a. Subcommittees
    - i. Communications
    - ii. Professional Development
    - iii. General Education
2. C. Seefchak presented introduction of Chair-Elect, Dr. Elijah Pritchett, Professor of Humanities
  - a. History of LAC Leadership



- b. E. Pritchett thanked the committee for their vote of confidence
- 3. J. van Gaalen presented an overview of General Education Assessment from AY 2018-2019
  - a. Introduction
    - i. Current communication models for turning data into meaningful narratives for our audiences include *DataVersed* and *Did You Know* as well as professional development workshops. He noted how these communication models continue to grow and build on each other
      - 1. C. Seefchak noted the latest copy of *DataVersed* showcases integrated efforts of the LAC over multiple years with copies of the six completed FSW rubrics
  - b. History
    - i. Collection methods
      - 1. GenEd Assessment Subcommittee in 2013-2014 opened with a volunteer model and has now morphed into our current Integral model with new C-R-E-A-T-I-V-E Competencies, which has streamlined the data collection process
    - ii. Use of Results
      - 1. Professional Development workshops each year have been offered in response to the previous cycle's data
      - 2. Resources are continually added for faculty institution-wide on the General Education website where you can find descriptions of the C-R-E-A-T-I-V-E Competencies with accompanying rubrics
        - a. J. van Gaalen added that this cycle of assessment brings a new resource of exemplar assignments - the first of which for **Research, Investigate, Communicate & Evaluate** will be posted on the website soon - and thanked the efforts and feedback from the committee and scorers for this new resource
        - b. Information on course-aligned Integral Competencies by School is available on the website as well and can inspire conversations of how General Education competencies are exposed to students in a variety of classes and how faculty can see where their courses fit within the contexts of their school and institution



3. The upcoming year AY19-20 will see our final FSW GenEd C-R-E-A-T-I-V-E Rubric composed for **Analyze** and added to the website

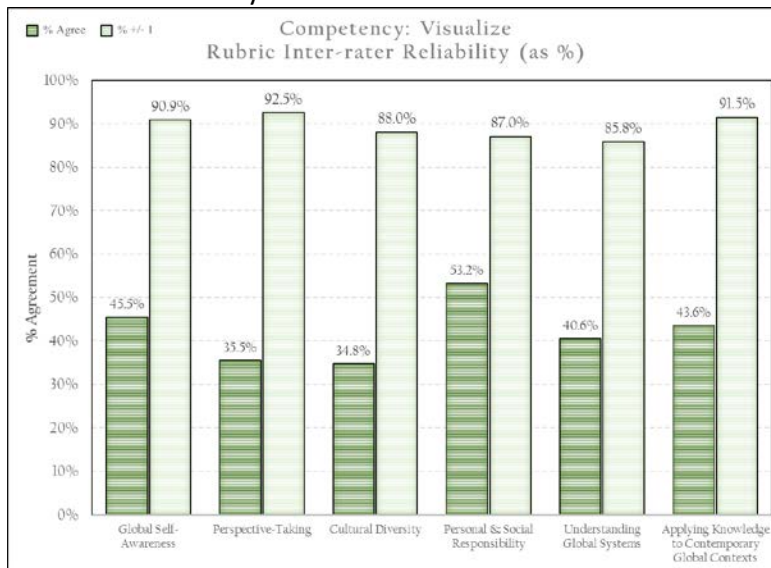
c. Goals

i. J. van Gaalen presented the goals of General Education Assessment and noted that while the two goals address different phases, they both run simultaneously allowing us to see how achievement grows over time

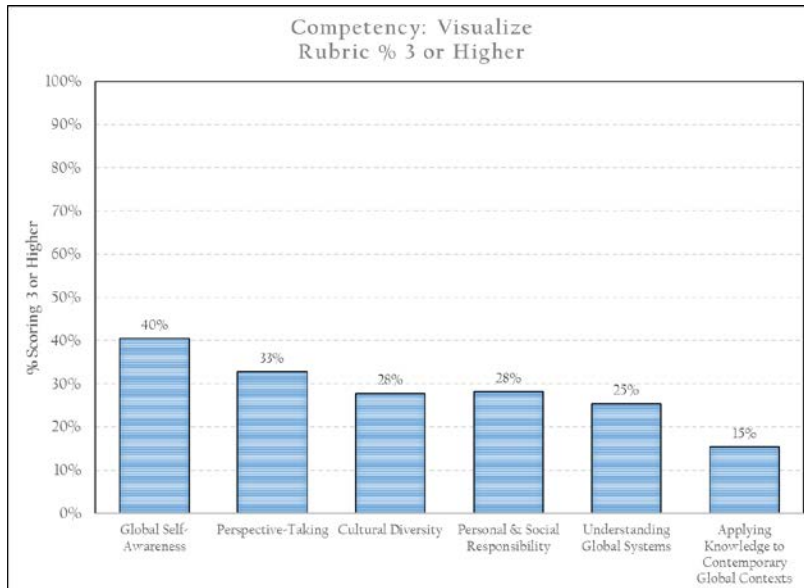
1. Goal #1: To re-address the efficacy of the currently installed rubrics used for General Education Assessment as a measurement tool for FSW's General Education
2. Goal #2: To measure achievement of the General Education competencies across disciplines

d. Visualize Data

i. Inter-rater reliability



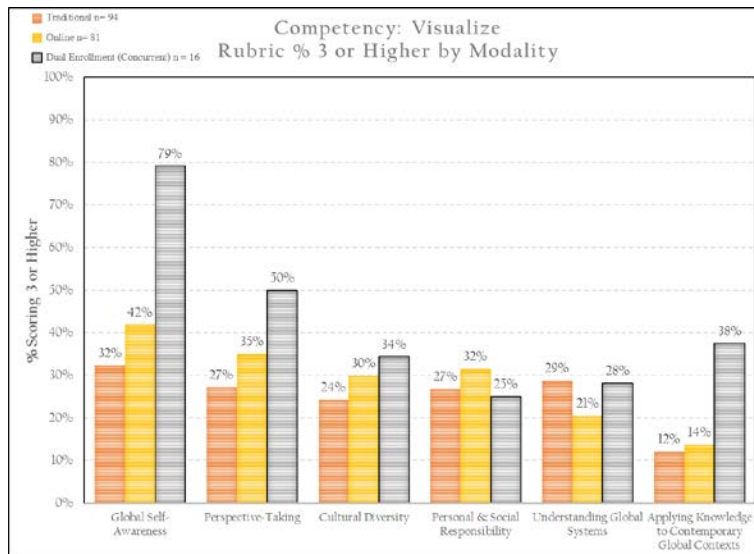
ii. Achievement



1. Artifacts were scored with AAC&U Rubric selected last summer by Rubric Creation Summer Fun group
  - a. Group discussed the historically lowest achievement level in the category of “Applying Knowledge to Contemporary Global Contexts”
    - i. E. DeLuca added that as scorers found many assignments did not include this category and were not scored, going forward reliability will increase over time as the assignments and the rubrics speak to each other better. The more we embrace the competencies, the more the achievement should rise
      1. J. van Gaalen notes that there are cases where students demonstrate further achievement beyond the stated assignment guidelines so some of this process is about embracing the achievements of both faculty and students via documentation

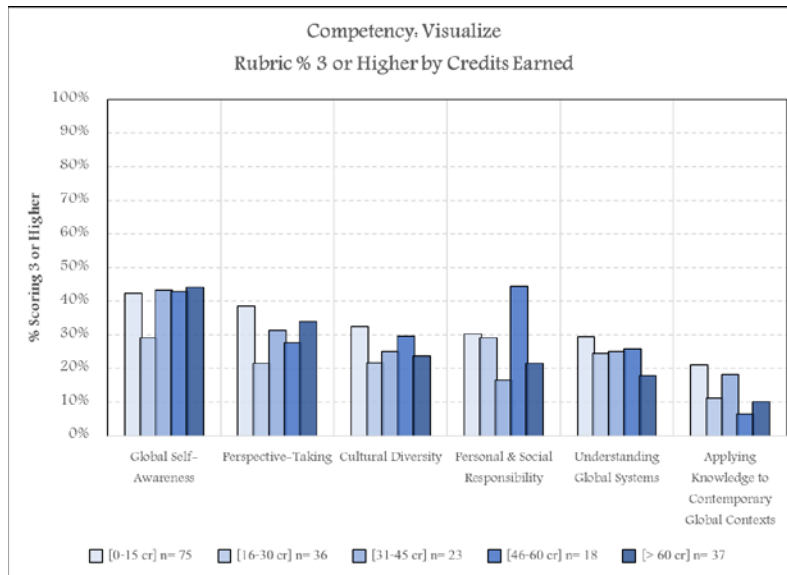
iii. Achievement by modality

1. J. van Gaalen noted that Concurrent/DE scored high in “Global Self-Awareness,” but had a low sample size and the takeaway is that in most dimensions, online is higher than traditional



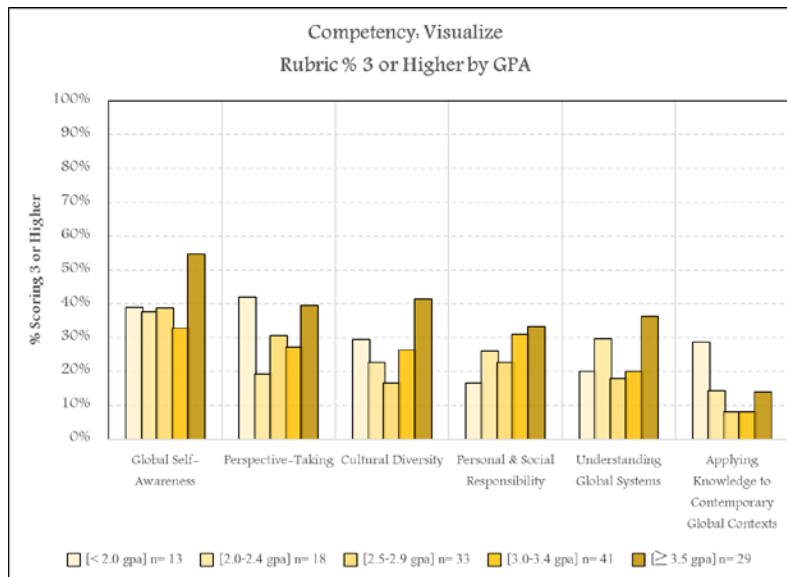
iv. Achievement by experience (Credits earned)

1. The group discussed benchmark trends in freshman classes showing higher achievement than sophomore classes depending on the competency



v. Achievement by GPA

1. J. van Gaalen noted a difference with higher GPA's scoring higher on GenEd achievement, but that this could require further study before the report is published on our website



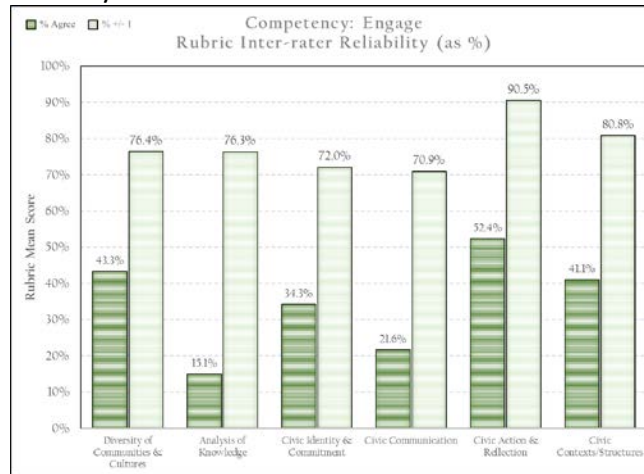
vi. Rubric Feedback

1. Positive common threads from scorer feedback indicated the rubric is easiest to use when guidelines align with rubric dimensions which led to a discussion about how FSW rubrics are created
  - a. J. van Gaalen praised the Summer Rubric Creation group and R. Harris in particular for valuable attention to detail and consistent word choices across all FSW rubrics, illustrating a commitment to thinking about how best to have these rubrics serve our FSW community. This clarity in the rubric as an assessment tool helps faculty in the classroom document those invisible guidelines
  - b. R. Harris introduced a discussion on word choice for "global," asking if the word itself was not clear or if there was a disconnect from the competency to the rubric
    - i. J. van Gaalen noted that changing the word "global" could help faculty and departments clarify the competencies themselves as well
    - ii. E. DeLuca added that perhaps two different rubrics may be needed for local vs global and/or that we should listen well to what the assignments

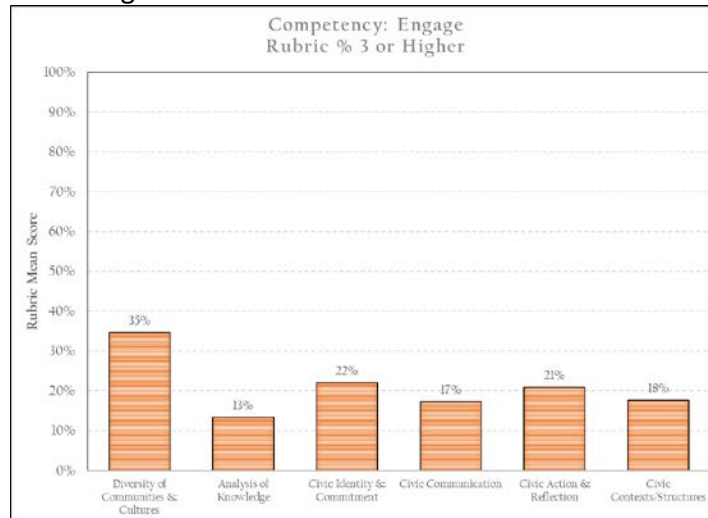
are bringing up, making sure to keep some focus on the achievement as well as the measurement tool

e. Engage Data

i. Inter-rater Reliability

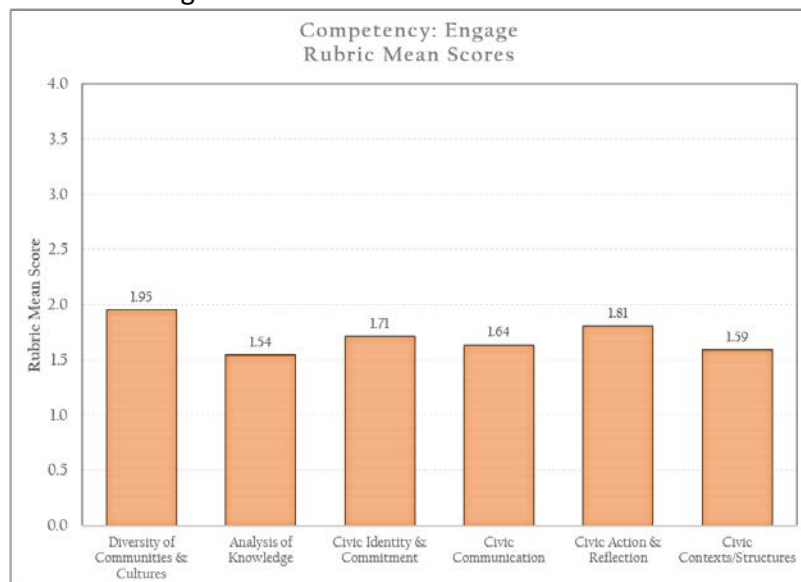


ii. Achievement % 3 or Higher

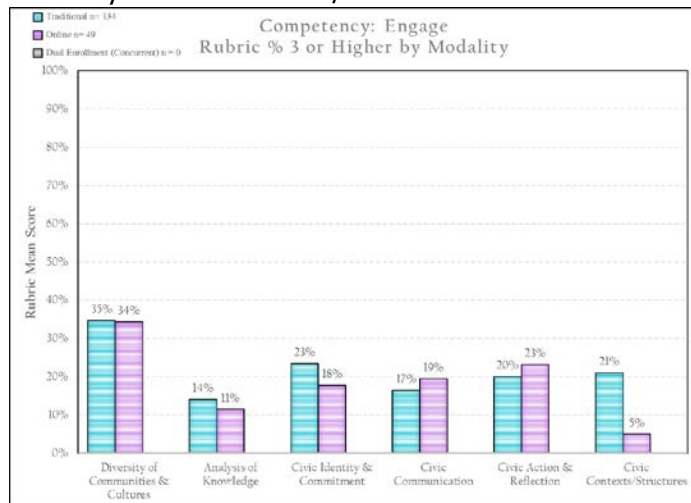


iii. Achievement by Means

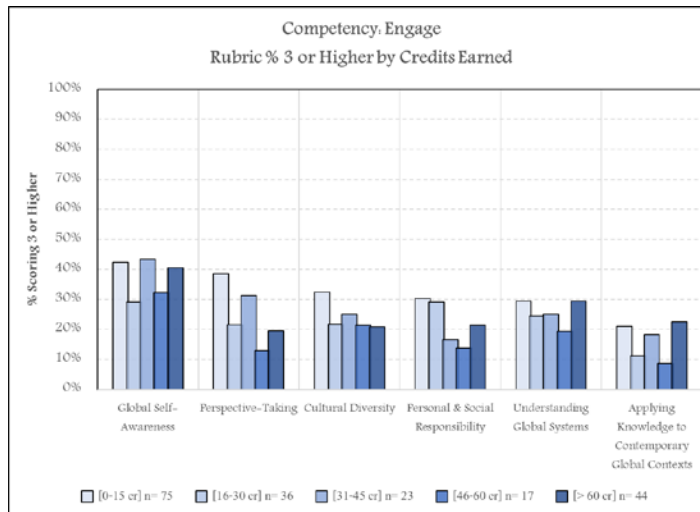
1. J. van Gaalen noted that mean achievement across competencies looks similar for some despite differences in range



iv. Achievement by modality – No Concurrent/DE data available

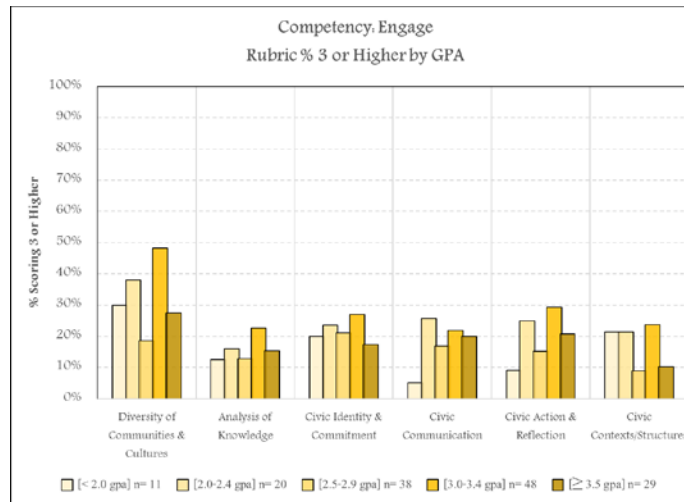


v. Achievement by credits earned



vi. Achievement by GPA

1. J. van Gaalen noted that we build on this data longitudinally



vii. Engage Rubric Feedback

1. Constructive common threads from scorers indicated the rubric is very detailed. However, in the frequent necessity for conversations between scorers about whether a dimension is applicable or not, we see how many assignments did not provide clarity for how “Civic identity,” “Civic engagement,” and “Civic aims are built into that field
  - a. E. DeLuca added that if civic engagement is meant to be explored in a course, we can communicate that when we share the created rubric. We want to be sensitive to leaving the expertise of building assignments with the faculty and construct our GenEd measurements around that
    - i. J. van Gaalen mentioned this was the first time no single assignment escaped at least one NA on the rubric when scored

f. Looking Ahead: General Education Assessment AY 2019-2020

- i. The LAC voted to focus on Analyze and Research for GenEd AY 2019-2020
  1. J. van Gaalen noted **Research** inspired much conversation when measured previously and this is an opportunity to see new impacts from our FSW-created **Research** rubric
  2. Courses included in pool of random sampling for GenEd



<i>Analyze</i>					
AML 2010	FFP 1825	MUN 2120	MVB 2223	MVS 1212	MVW 1315
AML 2020	FFP 2720	MUN 2121	MVB 2224	MVS 1213	MVW 2221
ARH 1000	FIL 100	MUN 2210	MVB 2225	MVS 1214	MVW 2222
ARH 1050	FIL 2001	MUN 2211	MVB 2321	MVS 1216	MVW 2223
ARH 1051	FIL 2432C	MUN 2310	MVB 2322	MVS 1311	MVW 2224
ART 1201C	GEB 4375	MUN 2340	MVB 2323	MVS 1312	MVW 2225
ART 1203C	HSC 4652	MUN 2410	MVB 2324	MVS 1313	MVW 2321
ART 1300	HUM 1950	MUN 2420	MVB 2325	MVS 1314	MVW 2322
ART 1301C	HUM 2410	MUN 2430	MVK 1011	MVS 1316	MVW 2323
ART 1330C	HUM 2950	MUN 2440	MVK 1012	MVS 2221	MVW 2324
ART 2012C	ISM 3113	MUN 2710	MVK 1013	MVS 2222	MVW 2325
ART 2205C	LAE 4464	MUN 2711	MVK 1111	MVS 2223	PAD 3113
ART 2500C	LIT 2000	MUS 2360	MVK 1112	MVS 2224	PAD 3820
ART 2527C	LIT 2090	MUT 1001	MVK 1211	MVS 2226	PGY 1800C
ART 2750C	LIT 2110	MUT 1111	MVK 1212	MVS 2321	PGY 1801C
ART 2751C	LIT 2120	MUT 1112	MVK 1213	MVS 2322	PGY 2401C
AVM 2120	MAN 2582	MUT 1241	MVK 1311	MVS 2323	PGY 2404C
CHD 1220	MAN 3864	MUT 1242	MVK 1312	MVS 2324	PLA 2200
CJE 2671	MAR 2011	MUT 2116	MVK 1313	MVS 2326	RET 2930
CJJ 2002	MAS 4301	MUT 2117	MVK 2121	MVW 1011	RET 4933
CJL 2100	MGF 1106	MUT 2246	MVK 2122	MVW 1111	THE 1000
COP 1822	MTG 2206	MUT 2247	MVK 2221	MVW 1211	THE 1925
COP 3655	MUE 1440	MUT 2641	MVK 2222	MVW 1311	THE 2100
CRW 2001	MUE 1450	MVB 1011	MVK 2223	MVW 2121	THE 2925
CTS 1133	MUE 1460	MVB 1012	MVK 2321	MVW 2221	TPA 1210
DIG 2205C	MUE 1470	MVB 1013	MVK 2322	MVW 2321	TPA 1290
DIG 2251C	MUH 2018	MVB 1014	MVK 2323	MVW 1011	TPA 2291
DIG 2280C	MUL 1010	MVB 1015	MVP 1011	MVW 1012	TPP 1110
DIG 2284C	MUM 2600C	MVB 1211	MVP 1211	MVW 1013	TPP 1111
EAP 0340	MUM 2601C	MVB 1212	MVP 1311	MVW 1014	TPP 1606
EAP 0440	MUM 2604C	MVB 1213	MVP 2221	MVW 1015	TPP 2300
EDF 4782	MUN 1120	MVB 1214	MVP 2321	MVW 1211	
EEC 2521	MUN 1210	MVB 1215	MVS 1011	MVW 1212	
ENC 1102	MUN 1310	MVB 1311	MVS 1012	MVW 1213	
ENG 1012	MUN 1340	MVB 1312	MVS 1013	MVW 1214	
ETD 1103	MUN 1410	MVB 1313	MVS 1014	MVW 1215	
FFP 0010C	MUN 1420	MVB 1314	MVS 1015	MVW 1311	
FFP 0010C	MUN 1430	MVB 1315	MVS 1016	MVW 1312	
FFP 0020C	MUN 1440	MVB 2221	MVS 1111	MVW 1313	
FFP 1000	MUN 1710	MVB 2222	MVS 1211	MVW 1314	

<i>Research</i>			
BCN 4703	ENC 1101	JOU 1991	RET 2930
BSC 1086C	ENT 3003	LIS 2004	RET 4050
CGS 1000	ENT 3172	MAN 3641	SBM 2000
CIS 2321	ENT 4004	MAN 4402	SLS 1301
CJC 1000	ETD 1320	MAN 4701	SUR 2140
CJE 2600	ETD 1530	MAN 4723	TAX 2000
COP 3337	FFP 1510	MAR 3231	TAX 2010
CVT 2920	FFP 1540	NUR 3125	TAX 2401
DEH 2300	FFP 1824	NUR 4165	TRA 1430
DEH 2400	FFP 2301	PAD 3204	
DSC 1006	FFP 2706	PAD 4426	
EDE 4220	FFP 2770	PAD 4878	
EDF 2005	HFT 1000	PLA 1103	
EDG 3410	HFT 2600	PLA 2114	
EEX 1013	JOU 1990	PLA 2610	

- a. R. Harris noted that other than ENC1101, very few GenEd courses identify Research as their Integral Competency indicating a need for more PD for Research if students are not being as exposed to it as we expect
  - i. E. DeLuca added that at some point we do need to go back and revisit Integral and Supplemental. Great work was done in streamlining the process when we changed competencies, but now that people have seen the positive changes from the new competencies and streamlined process, we may be able to look at those alignments again and find more courses considering a Research aligned competency

4. J. van Gaalen thanked everyone for their support of General Education Assessment and closed the meeting

Meeting minutes submitted by D. Barnard & J. van Gaalen