

MINUTES

Learning Assessment Committee

Friday, Nov. 1, 2019, 11:00 a.m.

AA 177 (Lee Campus); E-105 (Charlotte Campus); M-201 (Collier Campus)

Member Roster	Dept./Division	Membership Type	Present	Absent
<i>Elijah Pritchett</i>	Humanities	LAC Chair	X	
<i>Renee Hester</i>	Academic Success	Coordinator		X
<i>Jennifer Patterson</i>	Business	Coordinator	X	
<i>Roger Webster</i>	Computer Science	Coordinator		X
<i>Caroline Seefchak</i>	Education	Coordinator		X
<i>Amy Trogan</i>	English	Coordinator	X	
<i>Fernando Mayoral</i>	Foreign Language	Coordinator	X	
<i>Colleen Moore</i>	Health Professions	Coordinator		X
<i>Mike Molloy</i>	Humanities	Coordinator	X	
<i>Jane Charles</i>	Libraries	Coordinator	X	
<i>Mark Cevallos</i>	Mathematics	Coordinator	X	
<i>Marius Coman</i>	Natural Science	Coordinator		X
<i>Mary Conwell</i>	Paralegal Studies	Coordinator	X	
<i>Richard Worch</i>	Public Admin / Crime	Coordinator	X	
<i>Eric Seelau</i>	Social Sciences	Coordinator	X	
<i>Jennifer Summary</i>	Speech	Coordinator		X
<i>Leroy Bugger</i>	Accounting	General Member		X
<i>Cara Minardi-Power</i>	English	General Member	X	
<i>Margaret Kruger</i>	Health Professions	General Member	X	
<i>David Licht</i>	Mathematics	General Member	X	
<i>Terry Zamor</i>	Mathematics	General Member	X	
<i>Lisa McGarity</i>	Natural Science	General Member	X	
<i>Tom Donaldson</i>	Social Sciences	General Member	X	
<i>John Connell</i>	Speech	General Member	X	
<i>Paula Tropello</i>	Health Professions	Dean	X	
<i>D'ariel Barnard¹</i>	AASPIRE*	Administrative	X	
<i>Joseph van Gaalen¹</i>	AASPIRE*	Administrative	X	
<i>Eileen DeLuca¹</i>	Provost	Administrative		X

*AASPIRE – Assessment, Accountability, Sponsored Programs, Institutional Research, and Effectiveness

¹Non-Voting

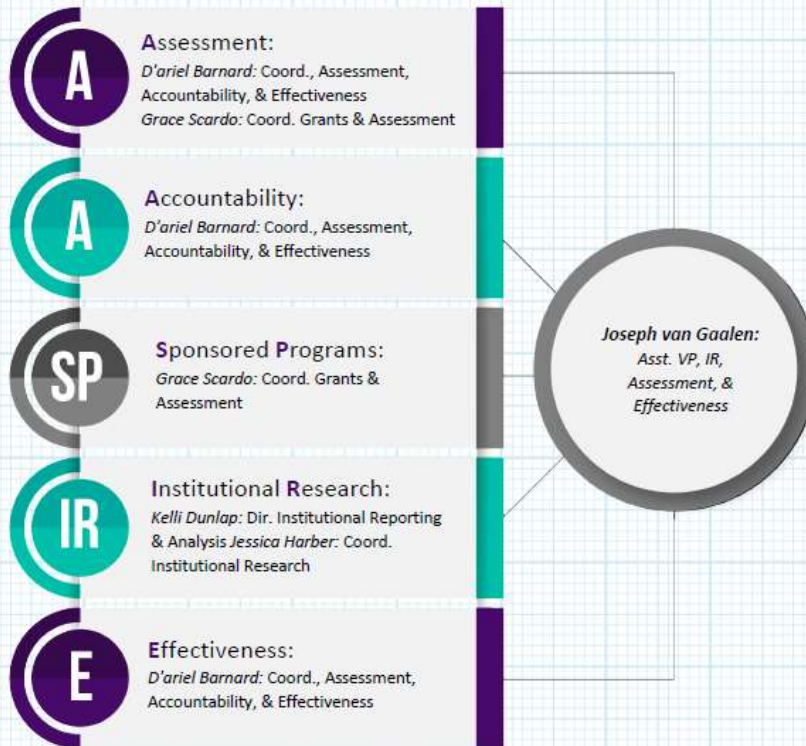
Guests: None

- I. E. Pritchett opened the meeting at 11:02am.
- II. New Members to Team AASPIRE
 - a. J. van Gaalen introduced the new Team AASPIRE logo and corresponding member areas. He reiterated that all members of Team AASPIRE are happy to help with anything AASPIRE-related, but now we have a clearer infographic showing each member's corresponding areas which will be showcased in the upcoming Did You Know? Newsletter



DID YOU KNOW?:

You can get all your data needs in one-stop shopping? FSW's Office of Academic Assessment, Office of Accountability & Effectiveness, Office of Sponsored Programs & Research, and Office of Institutional Research are now all under one banner, called Team AASPIRE. Each office oversees their own webpage (all of them can be found here: www.fsw.edu/facultystaff) but Team AASPIRE is without a doubt, a team organization. Whether it is assessment, sponsored programs, or institutional research, you can find it all in Robinson Hall, in I-122 and I-123, which are connected offices. Below are points of contact for all areas within Team AASPIRE:



- b.
 - c. J. van Gaalen shared that the position of Grants Manager no longer exists. There is now a new position - Coordinator of Grants & Assessment
- III. E. Pritchett asked committee to review minutes from the October meeting.
- a. D. Licht proposed minor corrections to attendance
 - b. Tom Donaldson motioned to approve pending the corrections
 - c. D. Licht seconded
- IV. J. van Gaalen gives Assessment Updates
- a. Course Level Assessment Focus Updates
 - b. T. Donaldson noted that in redoing course level assessment for AMH2010, a multiple-choice content-based assessment where the idea is to transition a paper/pencil version to a Canvas tool, the question came up of how do we communicate to instructors how to use the tool so that it generates consistent data with the paper version?
 - i. J. van Gaalen responded that when deciding the assessment type, the Office of Assessment can be a great resource for determining if a survey or rubric could be used or which delivery method may be most efficient, etc. and provided specific examples:
 1. If an assessment is NOT in Canvas, it typically will involve Scantrons, and the Scantron version used by the Office of Assessment is different than ones used by various departments, so it is important to include the Office of Assessment on the front end of planning in that case

2. If an assessment IS in CANVAS, there are a few tricks for helping to ensure consistent data. These were mentioned as a starting point, but may be less or more relevant depending on a department's particular assessment goals, type and/or delivery method.
 - a. Include common key words in title of assessment assignments
 - b. Do not shuffle questions or answers in Canvas quizzes
 - i. J. van Gaalen reiterated that you can shuffle items, but then you will lose item discrimination and item analytics information which is used for standard assessment data practices college-wide. Also, you may lose connection from the data to a match of the questions listed on the exam. Other options, like quiz pools or quiz banks, if set up appropriately, could potentially allow for shuffling while still including item analytics information. The main idea is that we always want to know on the front end, what kind of information you are looking for, and how you plan to present it in Canvas on your end, so we can let you know if we are able to provide the information from the data
 - ii. A. Trogan noted that these possibilities for Canvas are new information for many LAC Coordinators, and would be a great idea for adding into training for the coordinators
 1. T. Donaldson added this committee would be the appropriate and efficient place to get this information out to the larger faculty community and would tie in with professional development responsibilities. There is misinformation out there and a variety of experiences and knowledge with Canvas, so setting up standard conceptual common information that would translate what faculty see every day on the front end of Canvas to what data extraction feasibility looks like on the Office of Assessment side, especially when we are moving towards more and more large-scale assessment on Canvas, would be very helpful.
 2. J. van Gaalen noted that different departments evolve their assessments in different ways, so the more people that know what is possible (and what is NOT possible or may require different types of preparation, due to Canvas limitations on the back end) the better for everyone. We could start holding workshops around April, as it is closer to potential crossovers in LAC membership. Both current LAC's and potential new members could engage in training sessions together, especially as it pertains to their department, along with the Canvas options and limitations information.

c. General Education Updates

- i. As of this morning...56% of Analyze and 50% of Research sampled courses have been accounted for with responses from instructors

- **Analyze**

- 32 courses were identified
- ~56% courses have been accounted for via response from the instructor

- **Research**

- 30 courses were identified
- ~50% courses have been accounted for via response from the instructor

1.

2. Introduction of new type of GenEd assessment artifacts under the Analyze CREATIVE competency: multimedia music artifacts will include auditory guidelines from choir class recordings
- V. E. Pritchett gave updates on upcoming Subcommittees and December meeting
- a. E. Pritchett asks the PD subcommittee to look over the Feedback booklet bible so we can move forward with selecting exemplars from Visualize & Engage
 - i. For General Education subcommittee, the scorers will calibrate all assignments together
 1. There will be a row of hardcopies of the assignment guidelines
 2. Scoring partners will work together to read over groupings of the assignment guidelines and provide feedback on alignment with the rubric dimensions
 - a. After discussing with scoring partners at the meeting, final decisions will be made for which dimensions will be utilized across each assignment
 - i. This way, during the scoring process, you will only need to reach out to your scoring partner if you have a potential case of plagiarism
 - ii. D. Licht asked if scorers could know their assigned competency ahead of time?
 - iii. J. van Gaalen responded affirmatively, although partner pairings may have to wait until we see which areas the assignments themselves cover so that faculty expertise can be distributed across assignment fields
- VI. E. Pritchett gave a summary of recent General Education PD workshops for Analyze & Research
- a. Goals were partially met. The Analyze workshop covered the planned topics, but Research was such a large topic and means something different in different fields
 - i. J. van Gaalen noted and committee discussed that classical research projects were covered, but some department-specific research type projects did not get all the information they were hoping to get. Some faculty asked their questions after the workshops. Perhaps in the Spring when we do the follow-up General Education workshops, we could have separate times set aside – one for classical or library-focused research and another for alternative Research assignments
 1. J. Charles noted that in creating the Research Rubric, discussions did tackle those nuances in classical research vs Science research, etc. and that the library sees students come in for assistance with department specific research as well. Where some assignments start with a Research Topic, others start with a Scientific Hypothesis, etc.
 - ii. E. Pritchett noted that in the future we can try to focus PD workshops on department specific topics
- VII. E. Pritchett asked for shared thoughts on voting for a new Competency Alignment Workshop
- a. D. Licht recommended encouraging more secondary competency alignments
 - b. P. Tropello asked how many primary competencies?
 - i. J. van Gaalen responded that out of over 800 classes, the majority have only one primary competency and no secondary competency
 - ii. J. Charles reiterated that E. DeLuca encouraged the academic freedom of not requiring multiple integrals
 - iii. J. van Gaalen introduced the idea that if courses are identified with more and secondary competencies, the relationships between assignments and competencies may be more clear as well

- iv. J. Charles noted that only one General Education course was identified with Research as an integral competency, when that does not fully reflect the larger amounts of research that happens in many other General Education courses
- v. A. Trogan noted for the English department that there may be some tweaks, and there may be a large lack of changes, but for the faculty to have those discussions will be hugely important and helpful to take back to the classroom
- c. E. Pritchett called for a vote on initiating a new Competency Alignment Workshop
 - i. All in favor
 - ii. None opposed
 - iii. The motion for new Competency Alignment Workshops passed

VIII. Newsletter submissions

- a. J. van Gaalen mentioned that we have an upcoming article from the Foreign Languages for the next issue
- b. E. Pritchett noted we are looking for more submission ideas and to please pass any new ideas along to the Newsletter subcommittee

IX. E. Pritchett opened the floor for new business items

X. Adjournment

- a. P. Tropello motioned to adjourn.
- b. J. Charles seconded.

The meeting adjourned at 11:58am

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