AGENDA
Learning Assessment Committee
General Meeting
Friday, August 21, 2020, 11:00 a.m.
All Campuses, Virtual:
https://fsw.zoom.us/j/94822817904

Members

Member Roster	Dept./Division	Membership Type	Present
Elijah Pritchett	Humanities	LAC Chair	X
Renee Hester	Academic Success	Coordinator	X
Jennifer Patterson	Business	Coordinator	X
Mary Myers	Computer Science	Coordinator	
Caroline Seefchak	Education	Coordinator	X
Amy Trogan	English	Coordinator	X
Fernando Mayoral	Foreign Language	Coordinator	X
Colleen Moore	Health Professions	Coordinator	
Mike Molloy	Humanities	Coordinator	X
Jane Charles	Libraries	Coordinator	X
Marius Coman	Natural Science	Coordinator	X
Mary Conwell	Paralegal Studies	Coordinator	X
Richard Worch	Public Admin / Crime	Coordinator	X
Eric Seelau	Social Sciences	Coordinator	X
Jennifer Summary	Speech	Coordinator	X
David Licht	Mathematics	General Member	
Melinda Lyles	Computer Science	General Member	X
Dani Peterson	Foreign languages	General Member	X
Cara Minardi-Power	English	General Member	X
Margaret Kruger	Health Professions	General Member	X
Terry Zamor	Mathematics	General Member	X
Tom Donaldson	Social Sciences	General Member	X
Paula Tropello	Health Professions	Dean	X
D'ariel Barnard[1]	AASPIRE*	Administrative	X
Grace Scardo[1]	AASPIRE*	Administrative	X
Joseph van Gaalen[1]	AASPIRE*	Administrative	X

*AASPIRE – Assessment, Accountability, Sponsored Programs, Institutional Research, and Effectiveness
[1]Non-Voting

I. Welcome Back; Call to Order– E. Pritchett, Committee Chair
   a. E. Pritchett opened the meeting at 11:05 and welcomed everyone back and noted that this earlier than usual LAC meet will help wrap up some of the items that did not get addressed due to Covid interruptions in the Spring and Summer.
II. Review of AY 19-20 data & analysis from J. van Gaalen
   a. Research
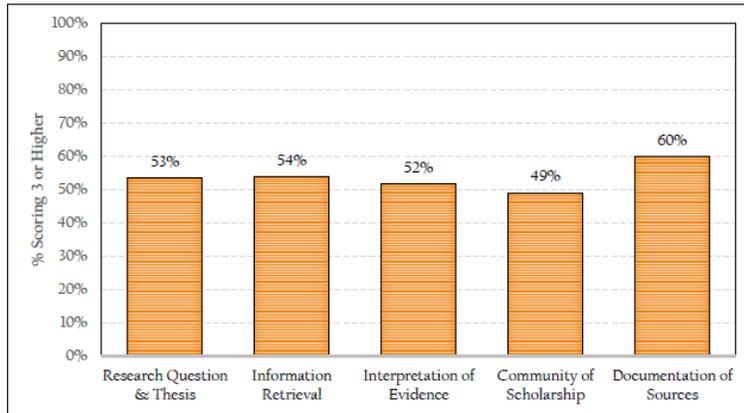   I. Scores for GenEd rubric achievement at 3 or higher ranged from 49% to 60%.

Figure 2. 'Research' achievement at 3 or higher across all rubric dimensions for 217 artifacts from 27 sampled course sections.

II. A variety of value- added studies using the General Education Assessment data – such as comparisons across modalities, inter-rater reliability and credit hours – are also available in the reports.

III. J. van Gaalen noted that inter-rater reliability for Research was notably strong. This metric lets us know that the numbers are more reliable, and this is an especially promising outcome of using our own FSW Rubric for GenEd assessment for the first time.
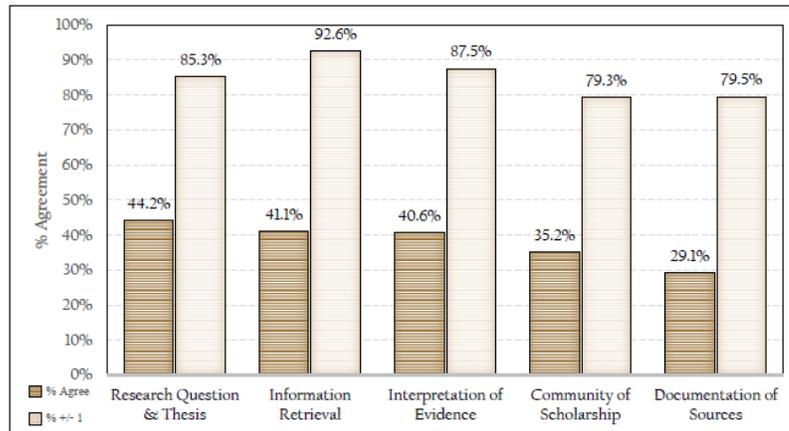

Figure 6. Inter-rater reliability (as %) for the 'Research' competency. Each artifact was scored by two scorers. Percentage (%) of agreement (dark beige) is defined as cases where scores by each scorer were identical. Percentage (%) +/- 1 agreement (light beige) is defined as cases where scores by each scorer were within 1 of each other. κ-statistic for the study exhibits similar results. Results are herein presented as percentages for reader convenience.

IV. Credit hours trends matched historical FSW numbers and national trends.

V. J. van Gaalen recommended that LAC members look at the GenEd reports from their own perspectives – noting interesting interactive effects with GPA comparison of means score of Research across different rubric dimensions of Research Question and Documentation of Sources.
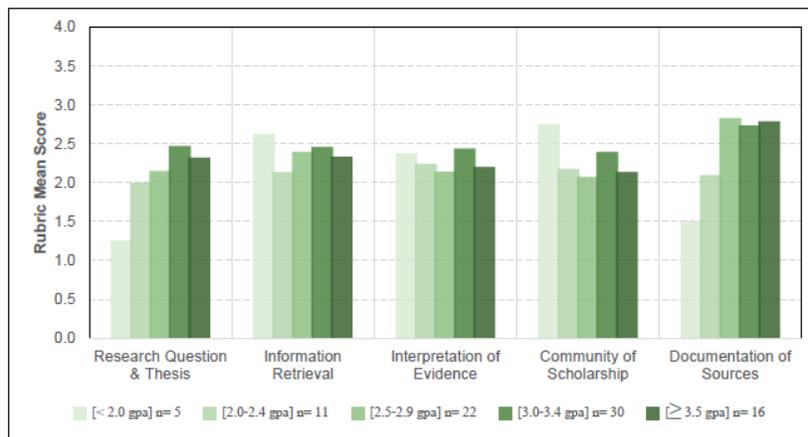

Figure 13. Comparison of mean score of 'Research' across all rubric dimensions based on GPA. From light green to dark, GPA < 2.0 n=5, GPA 2.0-2.4 n=11, GPA 2.5-2.9 n=22, GPA 3.0-3.4 n=30, GPA ≥ 3.5 n=16. *GPA based on fall inbound GPA; first-time students would therefore not have an inbound FSW GPA, which limits sample size from the overall.

VI. J. van Gaalen also noted that the attempted overlap of rubric dimensions from the borrowed AAC&U rubric with our own FSW rubric graphic was intended as a helpful start of interpretation for the user but is by no means a definitive overlap of the two rubrics.

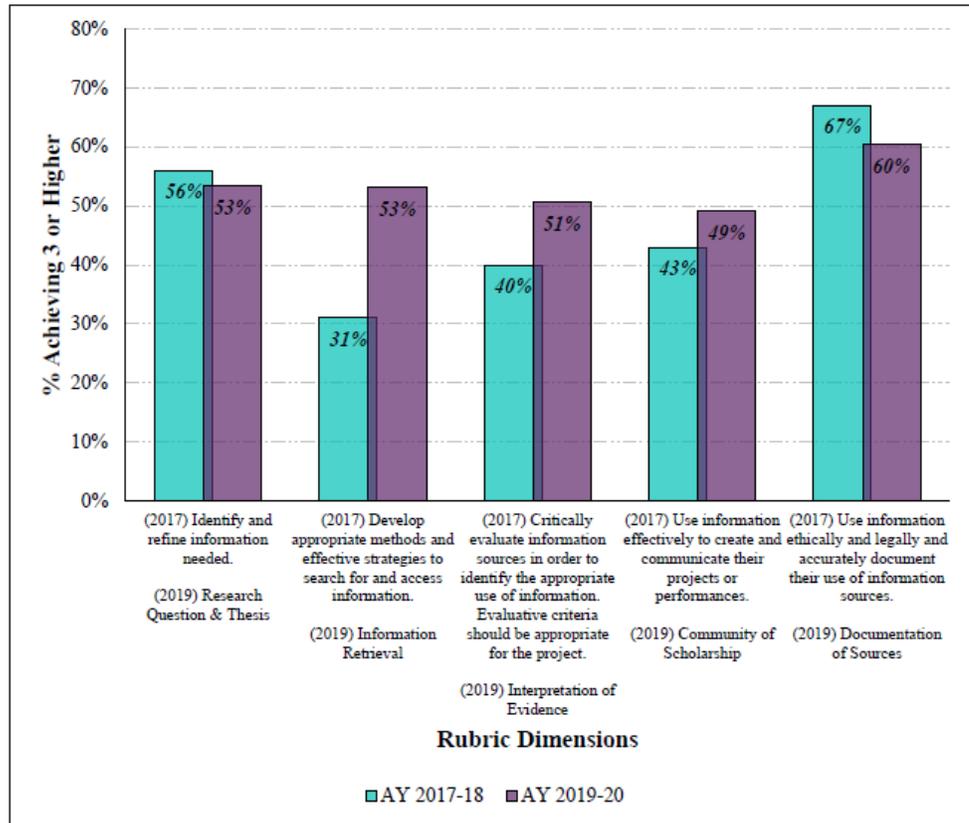   I. J. Charles lent support for the overlap attempts.

Figure 14. Comparison of AY 2017-18 assessment of the Research competency with the AY 2019-20 assessment. AY 2017-18 study utilized AAC&U VALUE Rubric while the AY 2019-20 study utilized an FSW-specific rubric.

b. Analyze
    I. Inter-rater reliability is much lower for Analyze, and that can be attributed to the nature of borrowing a rubric for jumpstarting this assessment process initially with Analyze
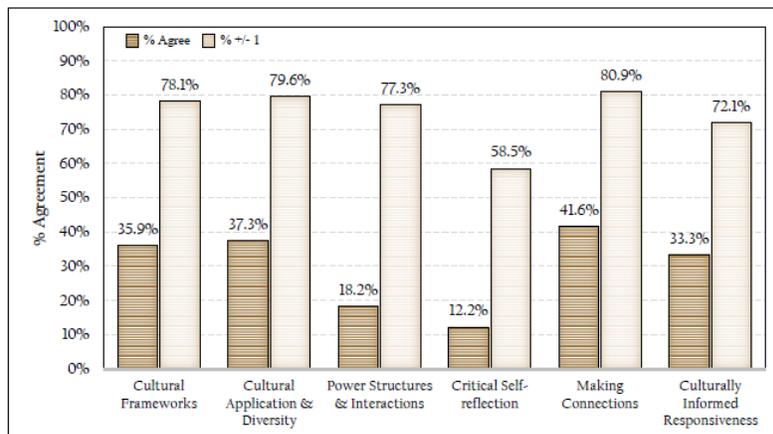

Figure 20. Inter-rater reliability (as %) for the 'Analyze' competency. Each artifact was scored by two scorers. Percentage (%) of agreement (dark beige) is defined as cases where scores by each scorer were identical. Percentage (%) +/- 1 agreement (light beige) is defined as cases where scores by each scorer were within 1 of each other. κ-statistic for the study exhibits similar results. Results are herein presented as percentages for reader convenience.

c. Overall longitudinal studies

I. Inter-rater reliability historically ranges from the lowest of 74% in Analyze to highest of 90% in Communicate for +/-1 since 2014.
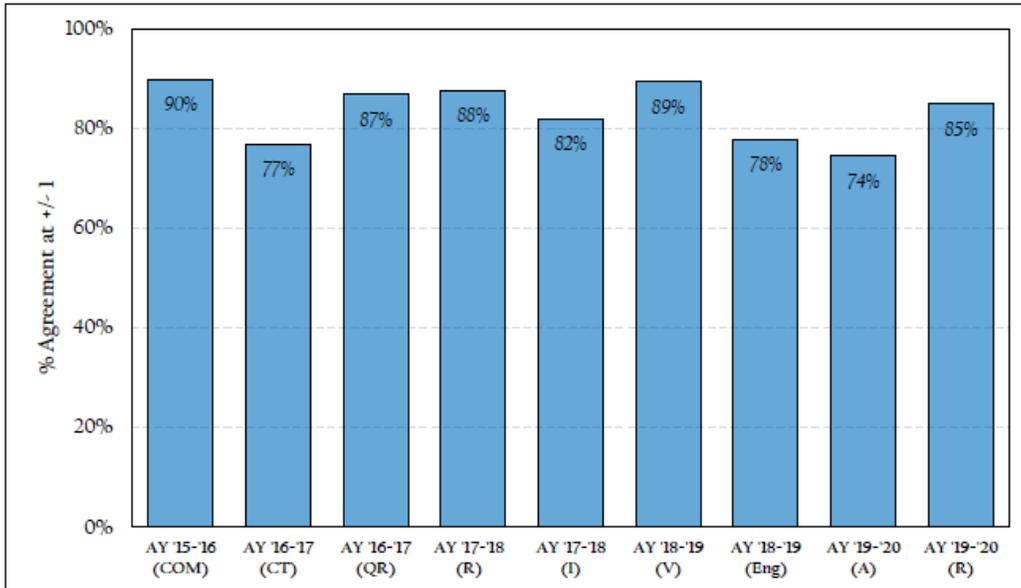

Figure 28. Comparison of inter-rater reliability (percentage (%) +/- 1 agreement) averaged across dimensions by each competency in FSW General Education Assessment cycle.

II. Group discussed that we want to keep some time in between the cycles of competencies that we assess as we follow the four-year cycle plan. This plan includes a first year for evaluation, a second year implementing action, and a third and fourth year for time to allow those action items to reach across the institution.

    I. As an example of implemented actions that be digested in that third and fourth year of the cycle, J. van Gaalen and D. Barnard announced that the General Education Rubrics are being built in Canvas and Learning Assessment Coordinators can help raise awareness about the ease for all faculty of importing either a whole rubric or single dimensions from the rubrics into Canvas classes.

III. J. van Gaalen noted that the high achievement historically at 85% for QR can likely be attributed to the clarity of the process allowing for very clear matches of assignment to the competency AND the rubric that we are continuing to move towards with all our new CREATIVE Competencies.
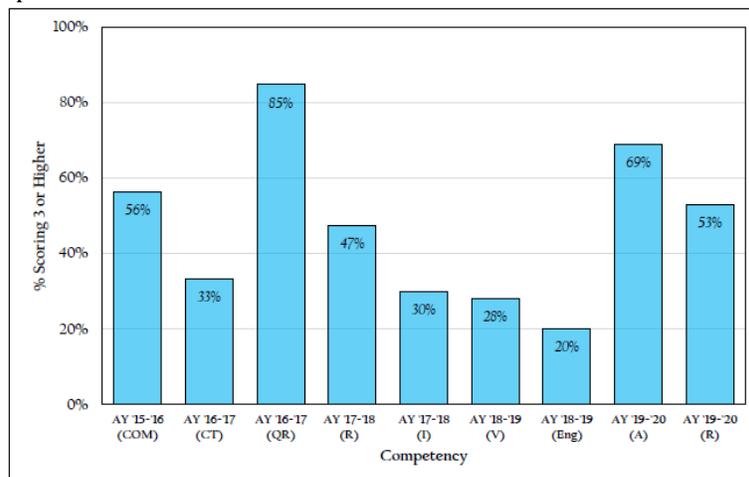

Figure 29. Comparison of achievement at 3 or higher averaged across dimensions by each competency in FSW General Education Assessment cycle.

III. Reveal of the new Analyze Rubric

a. G. Scardo shared the new Analyze Rubric. It will be posted on the Assessment website soon.
b. E. Pritchett and J. van Gaalen thanked the members of the Summer fun rubric group, in particular for their inciteful feedback with such an elusive competency
c. J. van Gaalen noted that some of the dimensions from the borrowed rubric were simplified for clarity and efficiency in line with our standard parameters for creating rubrics with dimensions that can be utilized out of context
d. E. Pritchett noted that it was a challenging task but the result was very fantastic
e. P. Tropello asked about relevant connections between our recently introduced QEP on transdisciplinary communication and the recently finished GenEd rubrics
    I. J. van Gaalen and J. Charles noted that the topic Identification QEP committee was very wide-ranging, involved parties across the campus and utilized large amounts of data from the General Education Committee and Learning Assessment Committee among others
    II. D. Barnard noted that as a participant in the summer fun rubric creation group this summer it was highlighted how much shoulder touching there is between various dimensions in the different (9) rubrics. Partial overlaps across the rubrics might be great places to open conversations for transdisciplinary communication related to the QEP.

IV. LAC Outreach (& connection to Syllapalooza)
a. Feedback workshops from AY 18-19 that never were offered due to pandemic
b. Feedback workshops from AY 19-20 which are already scheduled (Oct 23 & Mar 26)
    I. J. van Gaalen noted that these dates are reserved as placeholders so we have something set up on the table with TLC
    II. E. Pritchett noted that we did this last year and that these sessions are valuable for LAC members to act as ambassadors and raise awareness for assessment, noting that attendance was low last year despite favorable feedback and we hope to get the word out more about these in hopes of higher attendance. Overall, we really want to focus on LAC members as ambassadors. One of the issues that comes up is a lot of stuff happens behind the scenes, and as ambassadors we can make those behind-the-scene work more transparent and get those messages out to all faculty
        I. E. Pritchett will send a monthly email reminder of bullet points from the LAC perspective to streamline messages for your roles as communicators to take back to department meetings.
        II. M. Kruger responded of how helpful these bulletin ambassador memos will be.
            I. C. Seefchak requested that in those monthly bulletins we also increase awareness of the communications available in the DataVersed Newsletter
            II. J. van Gaalen relayed some strategies for ambassadors: Spend just a few minutes and forward one piece of relevant data to your colleague across the hall or someone you know really well
            III. E. Pritchett restated the importance of Syllapalooza for addressing our current issues of misalignment of assignments or courses and competencies
            IV. M. Kruger asked if there was a set time for Syllapalooza
                I. E. Pritchett and J. van Gaalen responded that it will continue in some form, noting that the Provost's Office is still dealing with significant changes – including class changes – that are still happening much later in the year than usual due to various changes from Covid-19. On a positive note, this time of many changes has introduced all of us to many more neighbors in the FSW community who are all working hard from so many different angles to respond to the Covid-19 changes and preparations.
        III. J. Charles added that she created a chart with trigger words to help librarians remember the different competencies and will share with members of the LAC committee to further marketing efforts
        IV. J. Charles asked if Syllapalooza issues were brought to the chairs
            I. E. Pritchett responded that a session was scheduled for chairs and deans in the spring which was reformatted to a placeholder discussion in virtual form which did not get to dive as deep so hopefully a second revisiting of that type of session will take place as well.
            II. A. Trogan supported a revisiting of that type of session as a new Chair.

      III.   J. van Gaalen reiterated that once aligned, new leaders and faculty are sometimes handed a competency designation through multiple turnovers without underlying conversations of reasoning behind that alignment or the knowledge that it can be changed.

      IV.   M Lyles asked if we need to go through curriculum committee to change competencies?

           I.   J. van Gaalen responded that it does not need full curriculum committee approval, you just submit an informational item through curriculum committee so the changes are kept up to date.

V.   Selecting GenEd Competencies for assessment for AY 20-21

    a.   Group discussed and agreed to do Communicate and Evaluate for next year

    b.   All in favor of assessing Evaluate and Communicate for AY20-21. The motion passed.

        I.   J. van Gaalen noted that these are optimal within our timeline and also are likely to see the least amount of change from upcoming Syllapalooza efforts.

        II.   J. Charles noted that critical thinking is a core component in many classes even when classified as secondary instead of integral competency

VI.   New Business

    a.   C. Seefchak shared that DataVersed has gotten a sleek makeover and the first new issue will be going out very soon, which will include more useful items to share with colleagues as LAC ambassadors from the recent guidelines from the Office of Assessment about incorporating assessment into our new class modalities.

    b.   Sub-committees will be discussed at the next LAC meet in two weeks in September.

VII.   E. Pritchett called for a motion to end the meeting.

    a.   T. Donaldson motioned.

    b.   C. Seefchak seconded.

    c.   The meeting ended at 12:17pm.

Meeting Minutes respectfully submitted by D. Barnard