Learning Assessment Committee
General Education Assessment Wrap Up Review with Team AASPIRE
Monday, May 3rd, 2021, 11:00 a.m.
All Campuses, Virtual

Member Roster	Dept./Division	Membership Type	Present
Elijah Pritchett	Humanities	LAC Chair	X
Cara Minardi-Power	English	Coordinator	X
Caroline Seefchak	Education	Coordinator	X
Colleen Moore	Health Professions	Coordinator	X
Eric Seelau	Social Sciences	Coordinator	
Fernando Mayoral	Foreign Languages	Coordinator	X
Jane Charles	Libraries	Coordinator	X
Jennifer Patterson	Business	Coordinator	X
Jennifer Summary	Communications	Coordinator	X
Kristi Moran	Mathematics	Coordinator	
Marius Coman	Natural Science	Coordinator	
Mary Conwell	Paralegal Studies	Coordinator	X
Melinda Lyles	Computer Science	Coordinator	X
Renee Hester	Academic Success	Coordinator	
Richard Worch	Crim. Justice/Public Admin	Coordinator	
Amy Trogan	English	General Member	X
David Licht	Mathematics	General Member	
Dani Peterson	Foreign Languages	General Member	X
Margaret Kruger	Nursing	General Member	X
Terry Zamor	Mathematics	General Member	X
Tom Donaldson	Social Sciences	General Member	
Tina Churchill	Mathematics	Guest	
D'ariel Barnard[1]	AASPIRE*	Ex-officio	X
Joseph van Gaalen[1]	AASPIRE*	Ex-officio	X
Jessica Godwin[1]	AASPIRE*	Observer	X
Joseph Washburn	EMS/Fire, Director	Guest	X
Kerri Keough Lampos	Academic Success	Guest	X
Karen Maguire	Academic Success, Chair	Guest	X
Brian Page	SoAHSS, Assoc. Dean	Guest	X
Jenneine Lambert	Nursing	Guest	X
Martin McClinton	Academic Affairs, VP	Guest	X
Sonji Nicholas	Academic Success	Guest	X
Laura Osgood	AASPIRE	Guest	X
Deborah Teed	SoAHSS, Dean	Guest	X
Jennifer Baker	SoBT, Assoc. Dean	Guest	X
April Fleming	SoE, Dean	Guest	X
Deborah Howard	Health Info Tech, Director	Guest	X

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

1. Welcome and Call to Order – E. Pritchett opened the meeting at 11:03am and welcomed guests to this General Education Assessment Wrap up review, thanking the Learning Assessment Committee and

volunteer scorers for their scoring work and contributions and the attendance of Deans, Chairs, and other course lead faculty.

2. Approval of April 2021 meeting minutes
   a. Motion to approve: C. Minardi-Power
   b. **Seconded: M. Conwell**
   c. **April 2021 meeting minutes were approved**
3. General Education Assessment Wrap Up Review Data with J. van Gaalen
   a. History of GenEd Assessment – over the most recent four years, nine rubrics spanning the eight competencies (two communicate for written and oral) were created allowing the College to start asking deeper questions about the data moving forward

   b. Reviewing Results of Communicate (written)
      1. All rubrics are available on the Assessment webpage and also in Canvas for any faculty to use with their own assignments (instructions shared in chat: GenEd Rubrics in Canvas)
      2. Achievement and Inter-rater reliability show some related data in the Control of Syntax & Mechanics dimensions.
      3. Longitudinal Study for Communicate Written Rubric shows change over time in the GenEd Assessment process – from the pilot study in AY14-15 to using our own FSW rubric as a baseline for minor edits and updates.
      4. Achievement here is more stable than we sometimes see regarding grammar mechanics, potentially due to the flexibility of the rubric.
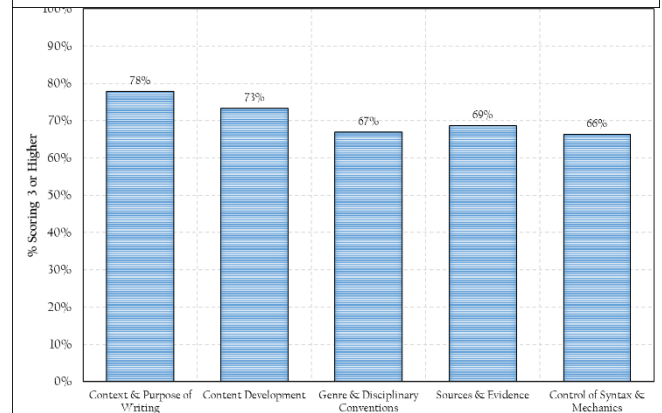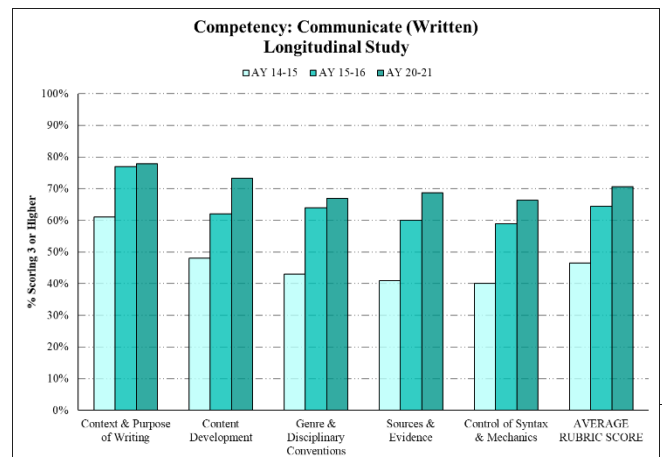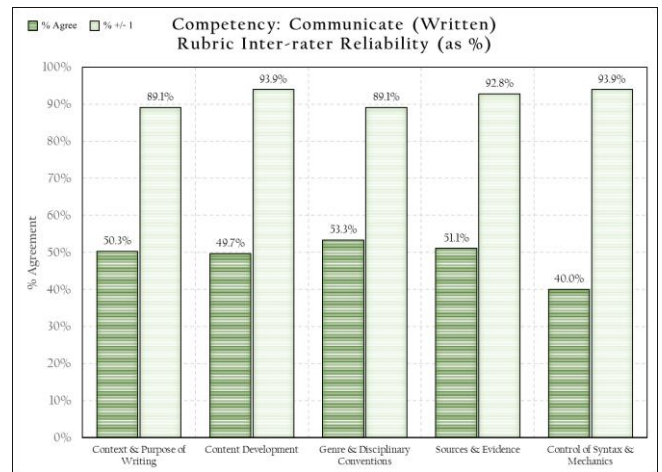
5. Much larger differences between modalities in some Written dimensions than others. J. van Gaalen highlighted possible connections between level wordings in the rubric and benchmark achievement and how faculty can think about these applications to the classroom.
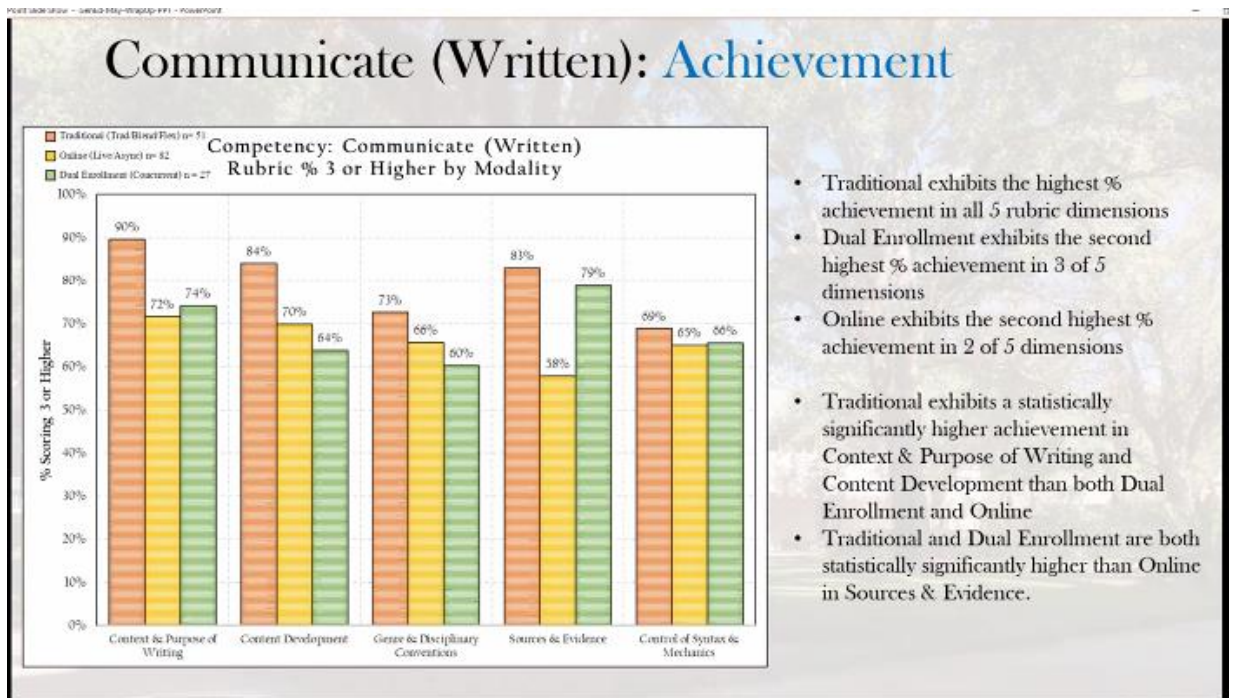
a. First Time In College (FTIC) comparison were reviewed, and there are a variety of other potential value-added studies or factors that can be investigated based on discussions such as ESL, FGIC – First Generation in College, zip code, age, credits achieved in certain topics/disciplines, etc.

c. **Reviewing Results of Communicate (oral)**
   1. Smaller sample sizes and no concurrent data available for Oral Communication
   2. Conclusion dimension is slightly less strong, though sample size is also small
   3. Many dimensions from previous rubrics used for Communicate Oral were not comparable to the current FSW rubric, so longitudinal data is less comparable, but moving forward this year's data can serve as the baseline.
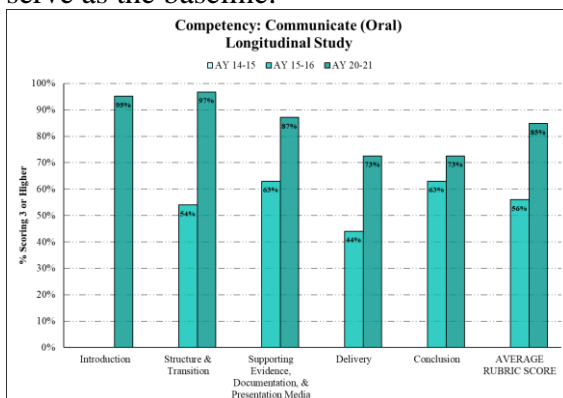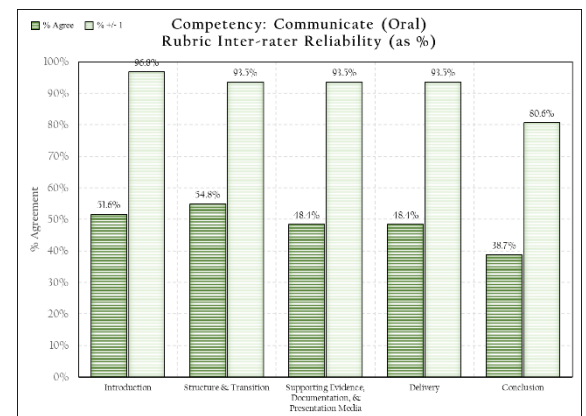
d. Reviewing Results of Evaluate

1. Lowest inter-rater reliability is only at 47% and this is the first time we've seen % agreement above 60%, so inter-rater reliability was quite strong for Evaluate
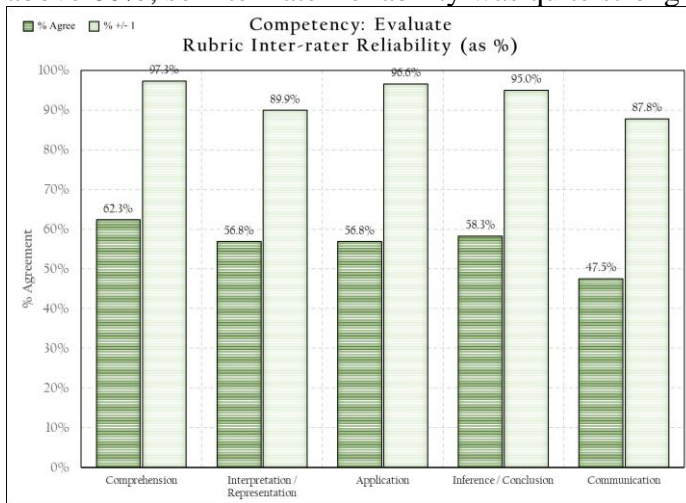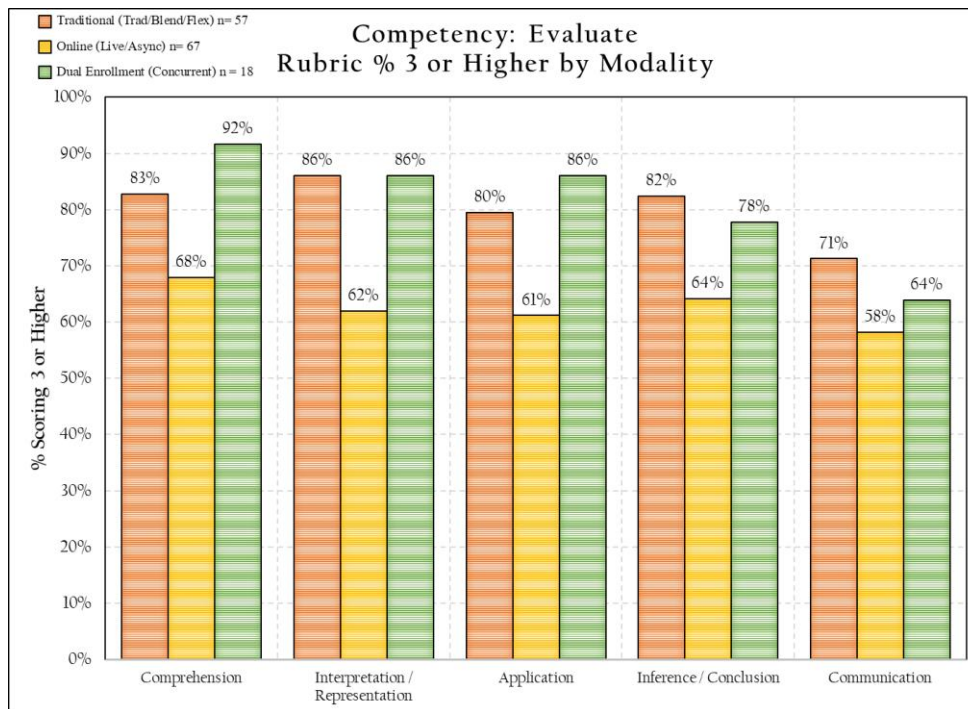

2. The QR rubric was the only local, FSW-created rubric that existed longitudinally, but the different intentions of the old QR rubric and the new Evaluate rubric along with evolution of processes in the GenEd assessment practices as well show change in the longitudinal data. The main take-away again is that this year's data can reasonably serve as a baseline to dive further into nuanced questions.
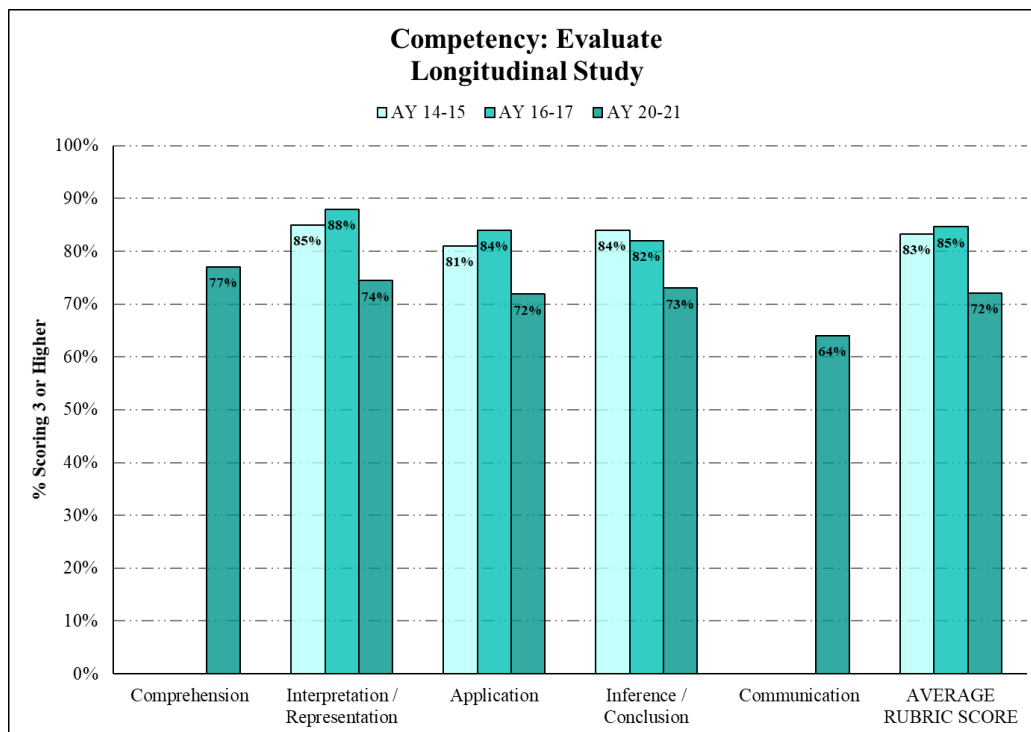
1. It is possible, if challenging, for example to apply the new Evaluate rubric to a variety of assignments including multiple choice assignments.
2. Large differences between modalities, committee discussed the challenge of developing/transition Evaluate-type courses to online as a potential contribution to achievement

levels. They also acknowledged the challenge of introducing new modalities institution-wide in Fall 2020 and how that might have affected General Education Assessment data given the pandemic and widely varying modalities from previous studies.

Competency: Evaluate
Rubric % 3 or Higher by Modality

Legend:
- Traditional (Trad/Blend/Flex) n= 57
- Online (Live/Async) n= 67
- Dual Enrollment (Concurrent) n = 18

Competency	Traditional	Online	Dual Enrollment
Comprehension	83%	68%	92%
Interpretation / Representation	86%	62%	86%
Application	80%	61%	86%
Inference / Conclusion	82%	64%	78%
Communication	71%	58%	64%

e. Rubric Scorer Qualitative Feedback
1. Communicate
    1. General positive feedback to the process
    2. Rubric is strong, germane to the competency, and flexible enough to adapt to a variety of assignments while being specific enough to score
    3. Potential Edit: Disciplinary conventions vs academic conventions
2. Evaluate
    1. General positive feedback to the process
    2. Scorers commented on ease of use in scoring lab reports, video tutorials, math equation solutions, etc.
    3. Potential Suggestion: more training may be needed for scorers when applying rubric to an abstract document, such as multiple-choice. More training related to discipline may also help rubric utilization for scorers
3. Committee discussed idea of having a "lead" scorer as a representative discipline expert

4. New Business – no new business
5. Meeting adjourned at 12:10pm.