

MINUTES

Learning Assessment Committee Open-Invite Meeting

Thursday, 5/3/2018

11:00am – 1:00pm

U 102 (Lee Campus); E-105 (Charlotte Campus);

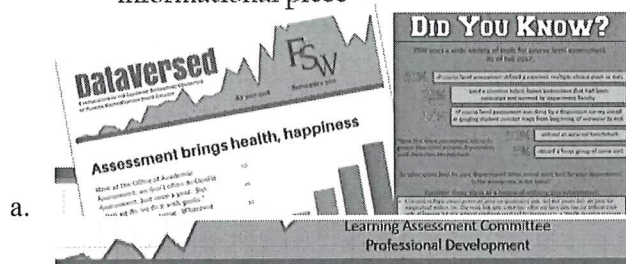
G-109 (Collier Campus)

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



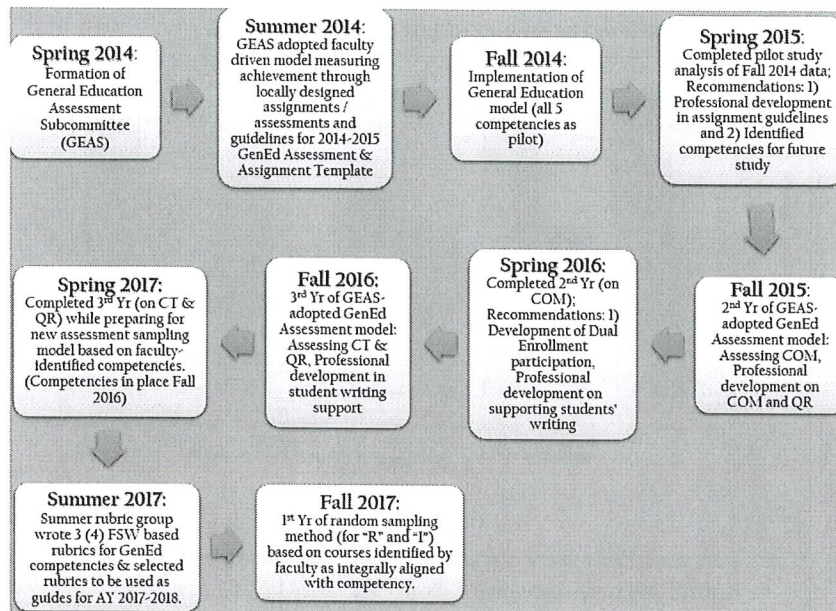
- *Data Versed* – monthly publication of the Learning Assessment Committee
- *Did You Know?* – twice-yearly informational piece



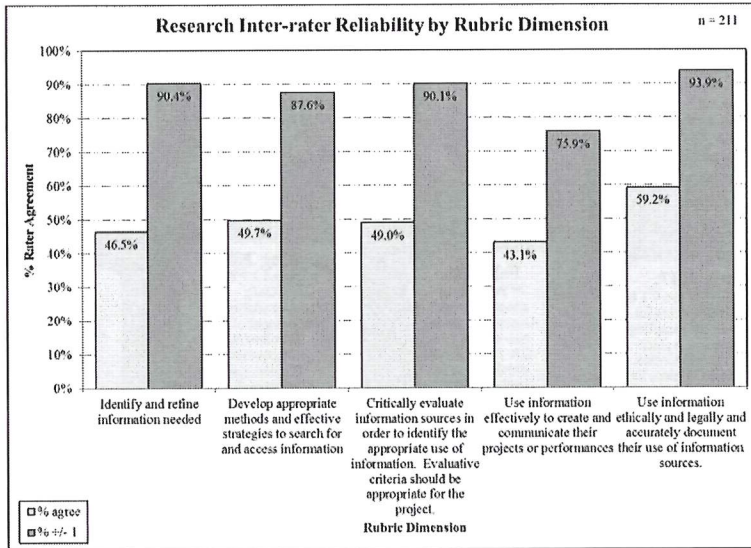
Professional Development in Response to AY 2016-2017 Assessment Study

- *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-ticious 2: The MCQ*
Joseph van Gaalen
- *Don't Limit Your Students: Sources for Research Assignments*
Jane Charles

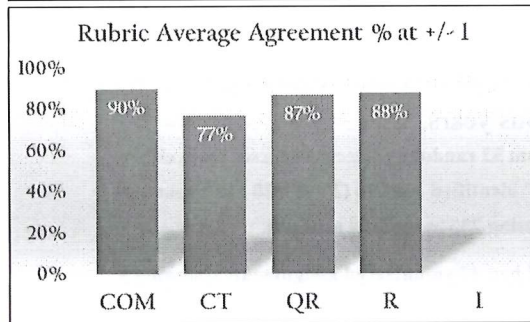
- b.
- II. J. van Gaalen reviews current GenEd Assessment plans based on history of GenEd at FSU



- 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.

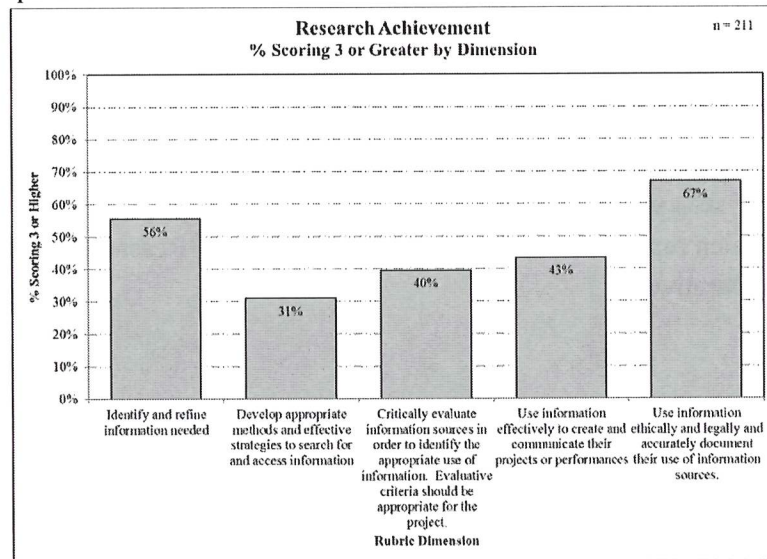


a.

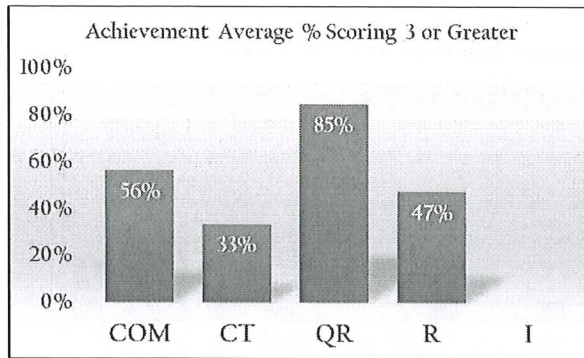


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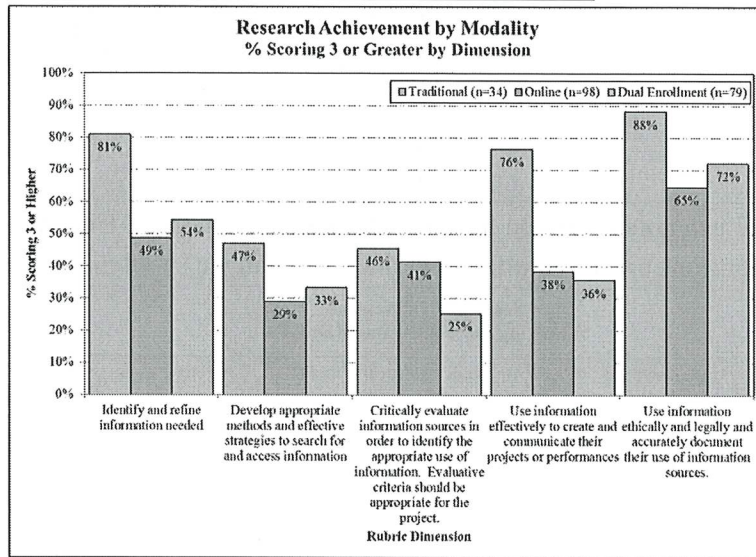
V. J. van Gaalen reports achievement data for the 'Research' assessment along with comparatives.



a.

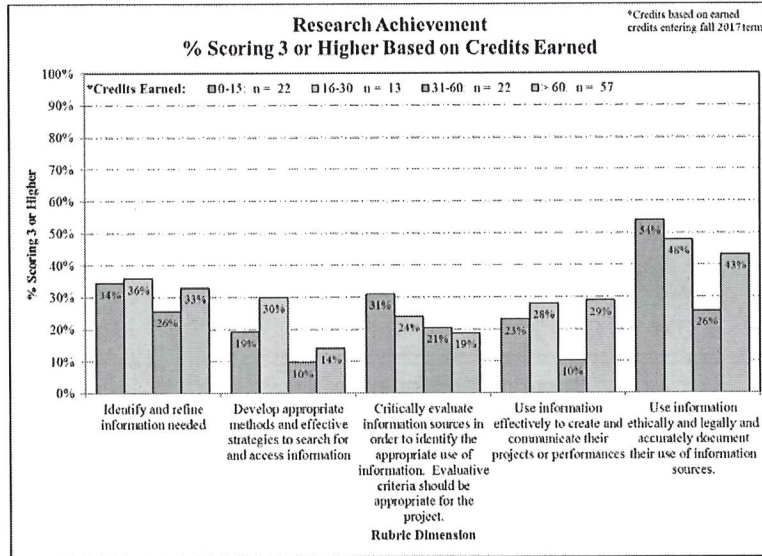


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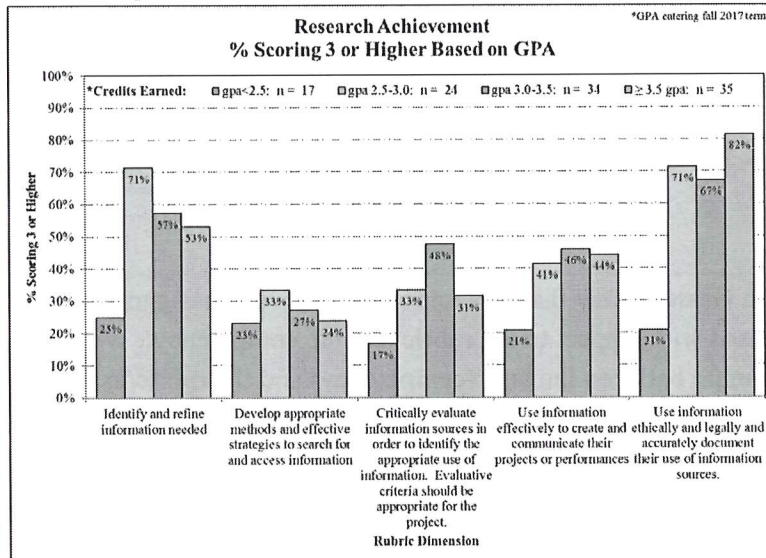


c.

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:

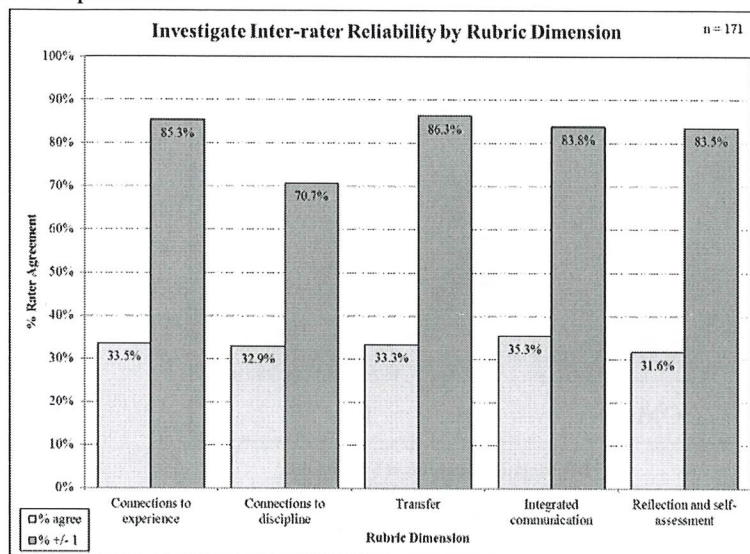
Adequate, but not sure it is best suited for FSW needs. Good for certain types of assignments, but not all. Some dimensions are always going to be difficult because they are very assignment specific.

Trends in Responses:

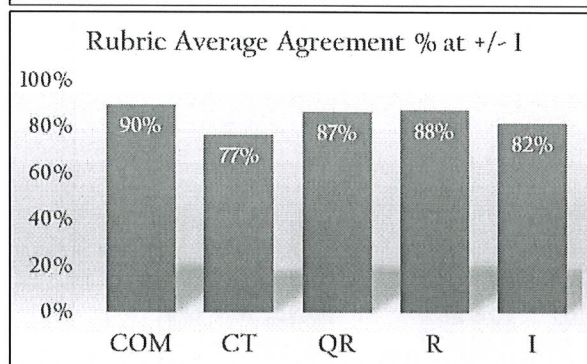
- Often the rubric addresses areas the assignment does not call for (entire dimension can't be scored). The 1st, 2nd, 3rd, and 5th dimensions were called out by different scorers.
 - Didn't like the "sending to another rubric."
 - Dimensions don't seem too similar (little overlap).
- a.

- 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.

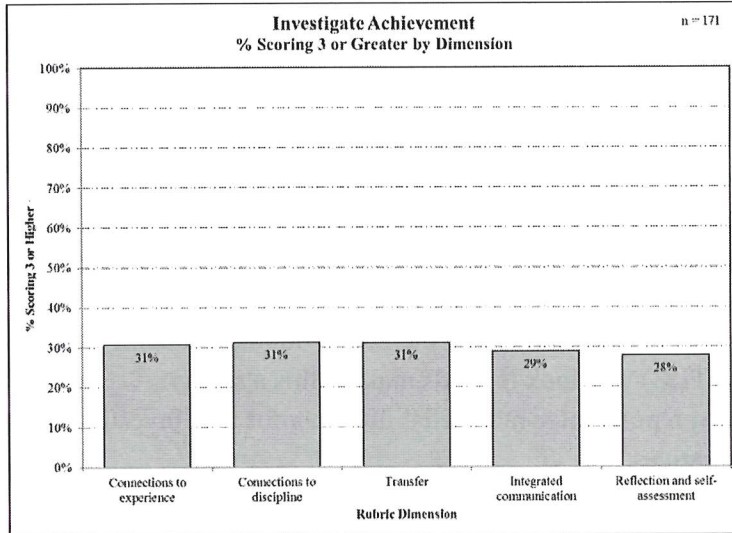


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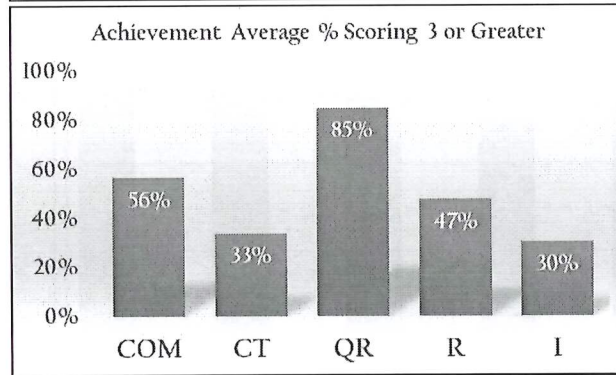


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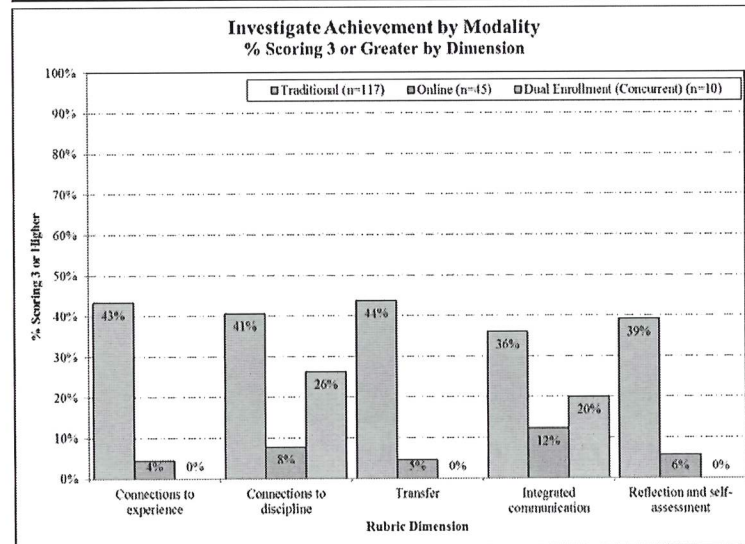
VIII. J. van Gaalen reports achievement data for the 'Investigate' assessment along with comparatives.



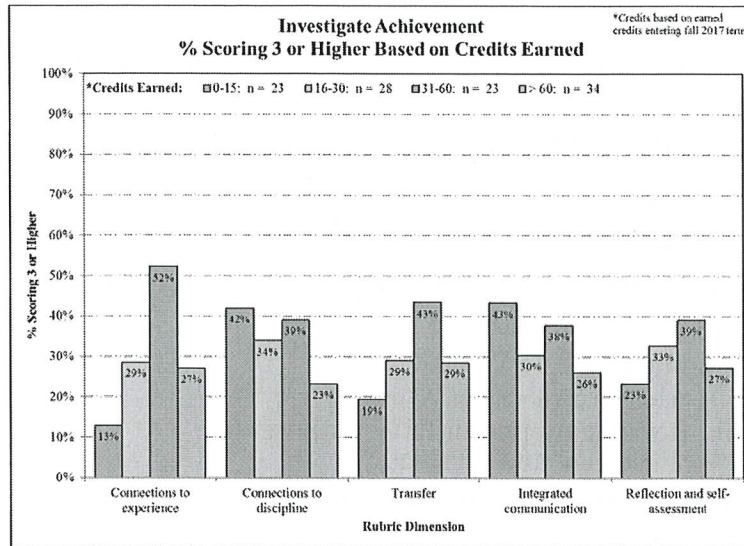
a.



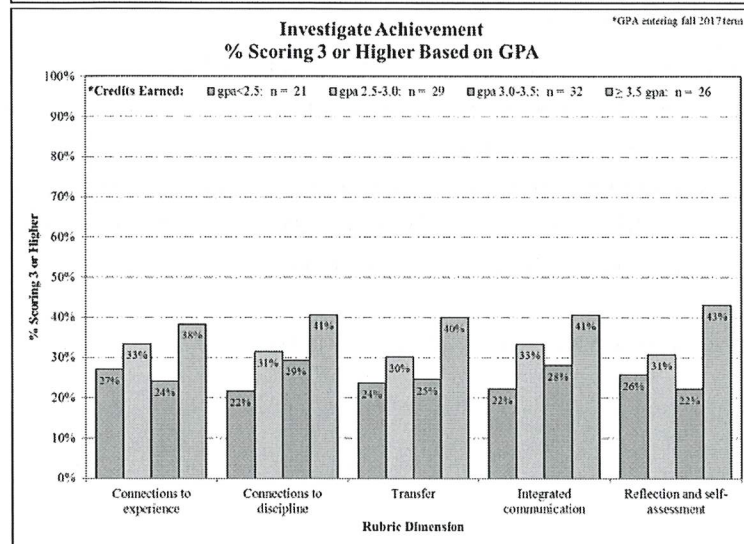
b.



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