# Learning Assessment Committee
## General Education Wrap Up
Monday, May 2nd, 2022, 11:00 a.m.
Lee Campus AA177 & Zoom

| 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 | |
| Eric Seelau | Social Sciences | Coordinator | |
| Fernando Mayoral | Foreign Language | Coordinator | X |
| Jane Charles | Libraries | Coordinator | X |
| Jennifer Patterson | Business | Coordinator | X |
| Jennifer Summary | Communication Studies | Coordinator | X |
| Krissy Cabral | Crime Scene Tech. | Coordinator | X |
| Kristi Moran | Mathematics | Coordinator | |
| Marius Coman | Natural Science | Coordinator | |
| Mary Conwell | Paralegal Studies | Coordinator | X |
| Melinda Lyles | Computer Science | Coordinator | X |
| Monique Harrington | Humanities | Coordinator | X |
| Renee Hester | Academic Success | Coordinator | |
| Richard Worch | Criminal Justice/Public Admin. | Coordinator | X |
| Amy Trogan | English | General Member | X |
| Dani Peterson | Foreign Language | General Member | |
| Dolores Batiato | Business | General Member | X |
| Terry Zamor | Mathematics | General Member | |
| Tina Churchill | Mathematics | General Member | |
| Tom Donaldson | Social Sciences | General Member | |
| Meghan Carlson | Mathematics | Guest | X |
| Bill Kelvin | Communication Studies | Guest | X |
| Brian Page | Assoc. Dean, SoAHSS | Guest | X |
| April Ring | Chair, Academic Success | Guest | X |
| Bobby Holbrook | Director, BSN Nursing | Guest | X |
| Martin McClinton | Vice Provost, Academic Affairs | Guest | X |
| Angus Cameron | Sciences; Transdisciplinary QEP Chair | Guest | X |
| Dana Roes | Chair, Humanities & Fine Arts | Guest | X |
| Eileen DeLuca | Provost | Guest | X |
| Tami Such[1] | Dean, Health Professions | Ex-officio | X |
| D'ariel Barnard[1] | AASPIRE* | Ex-officio | X |
| Joseph van Gaalen[1] | AASPIRE* | Ex-officio | X |
| Jessica Godwin[1] | AASPIRE* | Observer | X |

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

1. Welcome and Call to Order with Chair E. Pritchett

2. Approval of April 2022 meeting minutes – **April minutes approved with minor correction**
   a. Motion to approve: R. Worch
   b. Seconded: J. Charles

3. Outgoing LAC Chair E. Pritchett introduces and welcomes new Fall 2022 LAC Chair J. Summary

4. General Education Assessment Overview with J. van Gaalen
   a. Overview of the General Education assessment multi-year cycle from data collection and scoring to professional development stages
   b. J. van Gaalen shared the results of the AY21-22 General Education Assessment data for THINK and INVESTIGATE competencies
   c. THINK:
      1. Provost suggestion for follow up value-added study: **look at closing the gap across credits earned (FTIC & FGIC with Critical Thinking as criteria) – provided we have sufficient sample size to do so.** This data would provide value in conversation and, most importantly, action regarding equity in achievement across the board and in relation to focusing on guided pathways. (ppt slide 10)
         1. May be able to do so by merging GenEd competencies
         2. Departments can work also with AASPIRE for this kind of gap analysis with course level assessment data that also may be historically available
         3. Much research exists showing the value for students when academic and student affairs areas collaborate, both information and formal collaborates encouraged.
   d. INVESTIGATE:
      1. Committee and guests discussed substantial reversal effects of student status (FGIC and full/PT in particular) on achievement in the two different competencies
         1. Investigate allows for a lot of openness – maybe as students gain expertise and mastery in a deep dive into a specific discipline, does their thinking get less flexible?
         2. Investigate competency raises expectations in that it indirectly asks students to be comfortable in not just one, but multiple disciplines.
         3. The nature of this problem-solving application and transdisciplinary competency may attract different types of students – some students may have spent more time in book learning and develop those types of critical thinking, and other students may have spent more time experimenting and digging in the sand or building things and developing those interdisciplinary problem-solving strategies
         4. Standardized testing culture, and early children's vocabulary and literature may play a role
         5. Discussion takeaway – use slide 20 in upcoming professional development workshop with a variety of departments and fields represented to further this discussion and generate transdisciplinary-oriented pedagogy ideas and practices
            1. AASPIRE & LAC noted they are also anticipating expansion of exemplar assignments available for all 8 competencies throughout next academic year