

MINUTES

Learning Assessment Committee

Friday, Sept. 6, 2019, 11:00 a.m.

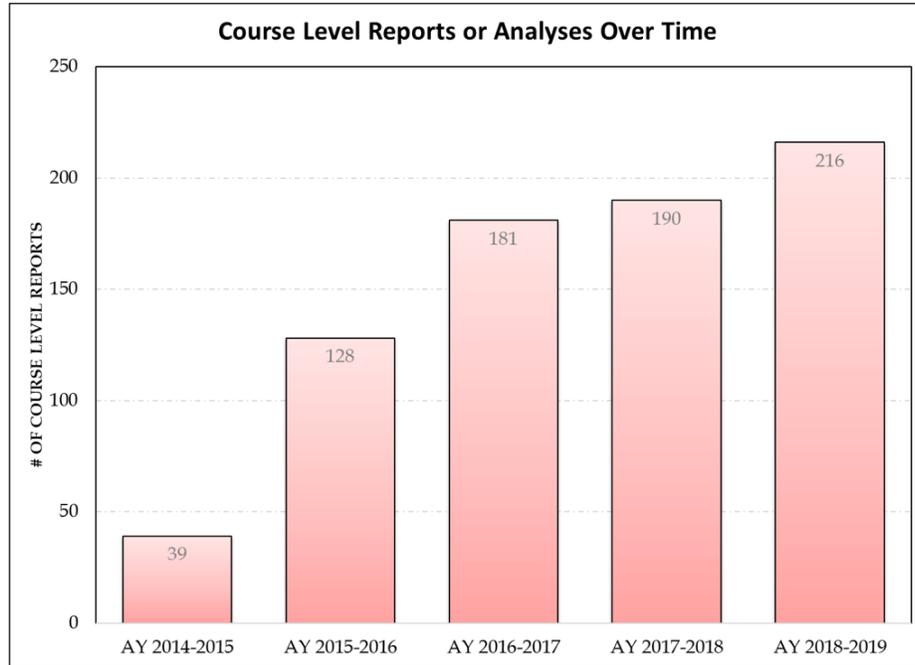
AA 177 (Lee Campus); E-105 (Charlotte Campus); M-201 (Collier Campus)

	Present	Absent		Present	Absent
D'ariel Barnard	X		Barbara Miley	X	
Mark Cevallos	X		Colleen Moore		X
Leroy Bugger	X		Mike Molloy	X	
Jane Charles	X		Jennifer Summary	X	
Dr. Marius Coman		X	Dr. Jennifer Patterson	X	
Dr. John Connell		X	Dr. Elijah Pritchett	X	
Dr. Mary Conwell	X		Dr. Caroline Seefchak	X	
Dr. Eileen DeLuca		X	Dr. Eric Seelau	X	
Thomas Donaldson	X		Dr. Amy Trogan	X	
Dr. Rene Hester	X		Dr. Joe van Gaalen	X	
Margaret Kruger	X		Dr. Richard Worch	X	
David Licht	X				
Fernando Mayoral	X				
Dr. Lisa McGarity		X			
Terry Zamor	X				
Paula Tropello	X				

Guests:

- I. E. Pritchett opens the meeting and welcomes everyone back to the new semester and thanks previous LAC chairs as he enters the position.
- II. E. Pritchett opened the committee by reviewing April and May committee meeting minutes.
 - a. M. Conwell noted she was in attendance at the April meeting and that it needed to be corrected. C. Seefchak confirmed also that it was labeled 'March' but this was the April meeting.
 - b. J. Patterson noted she, A. Angstrom, and K. Paschall were at the May meeting and this should be corrected.
 - c. E. Pritchett asked for a motion to approve minutes for April and May. T. Donaldson motioned. D. Licht seconded the motion.
- III. E. Pritchett asked for introductions of all members.
 - a. M. Molloy new LAC for Humanities & Fine Arts
 - b. P. Tropello new Dean of Health Professions and is Dean designate for the LAC
 - c. M. Cevallos new LAC for Math
 - d. J. Patterson LAC of Business Management
 - e. C. Seefchak, new LAC for Education
 - f. A. Trogan noted C. Minardi-Powell will be general member for LAC from English Dept. but that Minardi-Powell could not be in attendance today due to illness.
 - g. M. Powell LAC for Paralegal and Civil/Arch areas
- IV. Course level assessment and GenEd assessment presentations by J. van Gaalen
 - a. Historical Overview of Course Level Analysis

- i. Grown from 39 to 216 over the past five years – thanks in very large part to the hardworking efforts of the Learning Assessment Committee members



- ii.
 - b. Focusing Emphasis on Course Level Assessments
 - i. These can be highlighted in SACS Affirmation
 - ii. As different departments work differently, J. van Gaalen noted for clarity that some department-level assessment plans align similarly with these focuses, while others take a greater range of assessment measures across more courses and then cycle focus on specific courses
 - 1. C. Seefchak informed the committee of upcoming changes in the Education department
 - 2. J. van Gaalen informed the committee of 16 new HUS courses added in the previous year

AY2018-2019 Course-Level Assessment Focus Courses

Social Sciences	Humanities/Fine Arts
AMH 2010, AMH 2020	HUM 2211, HUM 2235, HUM 2250
PSY 2012, DEP 2004	PHI 2010, PHI 2600
ECO 2013, ECO 2023	REL 2300
POS 2041	ARH 1000
	MUL 1010, MUM 2601
Science	Education
BSC 1010, BSC 1011	EDF 2005
ISC 1001C	
Speech and Foreign Languages	Mathematics
SPN 1120, SPN 1121, FRE 1120	MAC 1105, MAC 1114, MAC 1140
SPC 1017, SPC 2608	MAT 0057, MAT 1033
Academic Success	Health Professions
SLS 1515	HUS 1001
REA 0019	HUS 1400
EAP 1640	
Business and Technology	English
GEB 1011, MAN 2021	ENC 0022, ENC 1101, ENC 1102
ACG 1001	LIT 2000

Potentially up for cycling

➤ Addition of HUM 2020?

➤ Addition of new Education courses

➤ Development of new Crime Scene Tech assessments

➤ Architecture & Civil Engineering additions

➤ Suite of HUS courses

- 3.
 - iii. R. Worch informed the committee of a technical issue with collecting assessment data in Canvas via outcomes in rubrics in case it affects other departments. E-learning is aware of the issue and working on solutions.
 - 1. J. van Gaalen reiterated that E-learning is an integral and helpful resource for the Learning Assessment Committee

- iv. T. Donaldson noted that AMH course assessment would soon be moving from physical Scantrons to Canvas, but was confident that with an alternate semester cycling process in place they could stay on the focus list
- c. GenEd Assessment
 - i. E. Pritchett thanked the members of Summer Fun for their dedicated efforts in creating the two new Rubrics for Visualize and Engage, now available on the assessment webpage, and noted that this part of the process requires challenging efforts but it is a very meaningful part of the process, allowing a behind-the-scenes look at the learning outcomes
 - 1. J. van Gaalen noted that FSW's unique efforts in creating our own rubrics adds to the meaningful and significant impact of the outcomes
 - ii. New Assignment Exemplars
 - 1. E. Pritchett announced a new resource on the assessment webpage: the first two exemplars selected by the LAC subcommittee over the previous academic year from past Think and Research submitted assignments. He noted the supportive element of having these exemplars available for clarity when the Creative competencies are written with specific general education goals in mind and may not necessarily align with everyday language.

V. Professional Development

- a. E. Pritchett and J. van Gaalen presented ideas for professional development, especially in support of the GenEd Analyze assessment process this year. Ideally, a workshop could run in parallel with the call for sample artifacts that would help faculty in selecting artifacts that align with the competency. These workshops could also be a place for opening the conversation up for the decision-making process behind which courses are selected for alignment with their Integral competencies
 - i. Courses listed as Research

SoAHSS	SoBT	SoE	SoHP	SoPAS	Libraries
ENC 1101	BCN 4703	EDE 4220	CVT 2920	BSC 1086C	LIS 2004
JOU 1990	CGS 1000	EDF 2005	DEH 2300	ESC 1000C	
JOU 1991	CTS 2321	EDG 3410	DEH 2400	IDS 2910	
	CJC 1000	EEX 1013	FFP 1510		
	CJE 2600	ETD 1320	FFP 1540		
	COP 3337	ETD 1530	FFP 1824		
	DSC 1006		FFP 2301		
	ENT 3003		FFP 2706		
	ENT 3172		FFP 2770		
	ENT 4004		NUR 3125		
	HFT 1000		NUR 4165		
	HFT 2600		RET 2930		
	MAN 3641		RET 4050		
	MAN 4402		RET 4715		
	MAN 4701				
	MAN 4723				
	MAR 3231				
	PAD 3204				
	PAD 4426				
	PAD 4878				
	PLA 1103				
	PLA 2114				
	PLA 2610				
	SBM 2000				
	SLS 1301				
	SUR 2140				
	TAX 2000				
	TAX 2401				
	TRA 1430				

- ii.
- iii. Courses listed as Analyze

SoAHSS	SoBT	SoE	SoHP	SoPAS	Libraries
ENC 1101	BCN 4703	EDE 4220	CVT 2920	BSC 1086C	LIS 2004
JOU 1990	CGS 1000	EDF 2005	DEH 2300	ESC 1000C	
JOU 1991	CTS 2321	EDG 3410	DEH 2400	IDS 2910	
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	COP 3337	ETD 1530	FFP 1824		
	DSC 1006		FFP 2301		
	ENT 3003		FFP 2706		
	ENT 3172		FFP 2770		
	ENT 4004		NUR 3125		
	HFT 1000		NUR 4165		
	HFT 2600		RET 2930		
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- iv.
- v. Sampling process for GenEd
 - 1. J. van Gaalen noted that higher chances of being selected will come from necessary areas of representation from alternate modalities – online and DE modalities
- b. E. Pritchett wrapped up the presentation calling for questions and reiterating the importance and helpfulness of these PD workshops
 - i. D. Licht noted we score the assignment based on the rubric, though faculty are meant to submit assignments based on the competency
 - ii. J. van Gaalen described updates for our GenEd process this year. For the first time, we will have the opportunity to use our own rubric with Research artifacts. To streamline the calibration process for Analyze, the December breakout meeting will include an example version from ALL assignment types and the GenEd subcommittee will finalize selection of the assignments that will apply throughout the rest of the scoring process which will help eliminate a lot of back and forth between scorer pairs in the spring
 - 1. E. Pritchett brought up a new committee charge process of assigning subcommittee members this year to greatly reduce workloads on GenEd Scorers
 - a. C. Seefchak agreed that with a more reasonable number of scorers the process will be much more fun and the scorers will be able to get more out of the process as well
 - i. M. Kruger further agreed that the GenEd scoring process is a great and interesting way to see other department teaching concepts in action
- c. Rubric Feedback Booklet
 - i. E. Pritchett noted that, like last year, D. Barnard created a booklet of assignments submitted in the AY18-19 encompassing Visualize and Engage with feedback from the GenEd Scorers and the PD subcommittee will be charged again with the task of selecting new exemplars for those competencies with help from this resource

- a. T. Donaldson mentioned the idea from last year about creating a video clip to go with the assignments for further clarity and support of the exemplars
 - i. J. van Gaalen responded how that could be the next step with the established exemplars now in place
 - d. Newsletter will be headed by C. Seefchak
 - i. E. Pritchett noted the great work by C. Seefchak in creating and developing the newsletter and let the committee know to look out for assignment to that subcommittee
 - 1. J. van Gaalen noted that many ideas for the first edition are in place with welcomes, introductions, and the new rubrics. Additionally, there is an idea in place for an article similar to one a few years ago that highlighted a collaboration of assessment and the Respiratory department. This one will highlight a recent collaboration of assessment with the Music department.
- VI. E. Pritchett made a last call for any new business and motion to adjourn
- a. D. Licht motioned to adjourn
 - b. C. Seefchak seconded
- VII. The meeting adjourned at 11:56am

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