

**MINUTES**  
**General Education Assessment Committee**  
**Friday, November 19, 2010**  
**10:00 p.m. – 12:00 noon**  
**TC 427, Lake Worth**

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<b>Attendance:</b>	Louise Aurelien <input checked="" type="checkbox"/>	Jennifer Campbell <input checked="" type="checkbox"/>
Tcherina Duncombe <input checked="" type="checkbox"/>	Robin Hoggins-Blake <input checked="" type="checkbox"/>	Joseph Millas <input checked="" type="checkbox"/>
Marcella Montesinos <input checked="" type="checkbox"/>	Karen Pain <input checked="" type="checkbox"/>	Ginger Pedersen <input checked="" type="checkbox"/>
Anthony Piccolino <input checked="" type="checkbox"/>	Carole Policy <input checked="" type="checkbox"/>	Syeda Qadri <input checked="" type="checkbox"/>
Matilde Roig-Watnik <input checked="" type="checkbox"/>	Helen Shub <input checked="" type="checkbox"/>	Victor Slesinger <input checked="" type="checkbox"/>
Melissa Stonecipher <input checked="" type="checkbox"/>	Patrick Tierney <input checked="" type="checkbox"/>	Connie Tuisku <input checked="" type="checkbox"/>
Bobette Wolesensky <input checked="" type="checkbox"/>		

**ITEM 1. Review of Development Day Survey**

Discussion: Before the committee reviewed the results of the Development Day survey, Dr. Robin Hoggins-Blake introduced herself as a new committee member. Dr. Blake will be a great asset to the committee, not only because of her excellent background, but also because she is a faculty member in the B.A.S. program. She will be able to share insights with the committee regarding how well our graduates perform in the second two years of their educational experience at Palm Beach State. Welcome Dr. Hoggins-Blake!

The committee then took a few moments to read through the results from the Development Day survey. There were over 100 responses that were generally very positive. The faculty offered a great deal of praise for the keynote speaker and also made a number of practical suggestions. Several members of the committee commented that the faculty seem to prefer sessions and speakers that provide hands-on information. It was noted that the more content specific the material, the more useful it is for faculty. Helen Shub will follow-up with Dr. Sharon Sass to discuss ways to incorporate this idea into future Development Day breakout sessions.

Data/data source: (where appropriate)

Action: Ms. Shub will meet with Dr. Sass to discuss the committee's ideas for future Development Day breakout sessions.

**ITEM 2. Review of Assessment Results**

Discussion: Ms. Shub distributed to the committee all the results for the General Education assessment. This included the results for the Scenarios, the ETS Proficiency Profile and a number of institutional measures. The results were presented to the committee in tabular and graphic form. Overall, the results were very good. The students demonstrated competency in all seven general education areas. A discussion ensued regarding where the benchmarks are set. Ms. Shub reminded the committee that it is up to them to set the benchmark for competency. The benchmarks that are currently there were set the prior year. It was suggested that we include last year's figures to demonstrate the trend. Dr. Ginger Pedersen pointed out that because we are assessing our learning outcomes every year, it may not be realistic to expect to see real improvement in only one year. It was agreed that this is something that can be addressed at a future meeting.

The committee then reviewed the charts that compared the results for the distance learning classes and the face-to-face classes. For both the Proficiency Profile and the Scenarios, the results showed no discernable differences between distance learning and face-to-face students.

Dr. Pedersen pointed out to the committee that there is really no such thing as a "Distance Learning" student at Palm Beach State.<sup>1</sup> Most of our students who enroll in distance learning courses also enroll in traditional courses as well. To define them as "distance learning students" is misleading. What makes more sense is to compare on the basis of courses rather than students. Dr. Pedersen made the recommendation that we look at graduates for the past three terms to see how many students are exclusively distance learning students. The expectation is that the number will be very small.

After reviewing all the results, the committee determined that the Communications and Critical Thinking learning outcomes should be targeted for improvement. A discussion ensued about what ideas could be considered in constructing strategies for improvement. The main ideas discussed include the following:

- Although the State of Florida revised the Gordon Rule requirement for general education courses, the committee felt that there might be value in disciplines other than English (which has maintained this requirement) incorporating the writing requirements into their curriculum. A suggestion could be made to the different clusters to consider this idea.
- Send a survey out to faculty during the spring semester asking what kinds of strategies they are already using to address communications and critical thinking to see which of them could be incorporated on a larger scale. Share the results with all faculty so that they are exposed to new ideas from their colleagues. Use this same medium to ask for suggestions for future breakout sessions for Development Day.
- It was noted that students coming into the B.A.S. program do not have a good understanding of the APA writing style. It was suggested that a recommendation be made that this could be included as a component in the ENC 1102 course. Other committee members pointed out that other writing styles, such as MLA or Turabian could also be included. It was noted that this might be able to be accomplished as a

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<sup>1</sup> There is currently one exception to this. It is possible to earn an AA degree exclusively through distance learning courses, however, this affects a very small number of students.

separate module offered through the Student Learning Centers as a supplement to the course. It was also suggested that a competency exam could be developed.

- Arrange meetings between prep and credit faculty to identify gaps in student knowledge. It was also suggested that similar meetings could be arranged between credit faculty and B.A.S. faculty as well as faculty from FAU.
- Create interactive workshops that deal with the development and use of rubrics.

Data/data source: (where appropriate)

Action: Ms. Shub will gather data about graduates from the past three terms to determine how many students were exclusively distance learning students. In addition, Ms. Shub will work with others in the IRE office to construct a survey to be sent to faculty during the spring semester.

Meeting Adjourned at noon

Submitted by:

Helen Shub, Scribe