

CLUSTER MINUTES
March 26, 2015
1:30 – 3:30pm
Lake Worth Campus, DH 105

ITEM 1. Please discuss the data collected in the fall of 2014 for your cluster's selected embedded assessment for General Education and provide (1) your recommended competency benchmark for the selected outcome for each Gen Ed course in your cluster; and (2) your plan for administering the fall 2014 assessment again in fall 2015. If ideas emerge that will help make the embedded assessment process more useful for faculty after the fall 2015 cycle, those comments are welcome also.

A form (attached) is provided for this information to be returned to the Office of Institutional Research and Effectiveness by April 30, 2015. Suggestions, if needed, to guide the discussion and decisions are included on the form.

Discussion: Professor Ciucci provided an update of General Education mission to create competency benchmarks and strategies for administering.

Data source: General Education Embedded Assessment Results, collected and reported in fall 2014 by faculty/adjuncts, compiled by IRE; assessment instruments as selected by faculty; General Education Embedded Assessment Spring 2015 Updates

Action:

HSC 2100:

- 1) The recommended benchmark for minimal competency is 70% will achieve 90% or higher.
- 2) The recommended benchmark for competency is 85% will achieve 80% or higher.

HSC 1101:

- 1) The recommended benchmark for minimal competency is 70% will achieve 90% or higher.
- 2) The recommended benchmark for competency is 85% will achieve a 70% or higher.

HUN 1201: The recommended benchmark for competency is 75% will achieve a 3 or higher.

The cluster discussed strategies to assist students in succeeded on the assessment. The rubrics will be reviewed and improved, the video instructions for the assessment will be updated, and there will be communication with adjuncts about the assessment.

ITEM 2 Mapping Learning Outcomes - Dr. Van der Velde

Discussion: Dr. Van der Velde asked the health and nutrition cluster to group all the course offerings to how they fulfill the General Education and Institutional Outcomes.

Data/data source: Dr. Van der Velde

Action: Dr. Van der Velde will complete mapping of the HSC & HUN courses.

ITEM 3 Textbook Adoption – Fall 2015 through Summer 2017

Discussion: The health cluster discussed textbook options for adoption for the 2014-2015 academic semester.

Action: Health cluster approved Core Concepts in Health (McGraw-Hill) textbook for adoption for the fall.

ITEM 4 Update on HSC 2100 Essay Contest

Discussion: The cluster discussed the implementation of the scholarship money donated by Dr. Rogers.

Action: The essay contest will be implemented in the fall. Professor Haney will create a rubric for scoring the essay contest. \$1000 will be given to Nutrition and Health. Each faculty will nominate five papers for 5 \$200 scholarships.

ITEM 5 Election of Cluster Chair / Scribe for 2015-16

Discussion: Professor Haney was nominated for cluster chair and Professor Myslivecek agreed to stay on an additional year as scribe.

Action: Professor Kanathy Haney was unanimously elected to be the cluster chair and Professor Paula Myslivecek was elected for Scribe for this coming academic year.

OTHER. Public Health AS degree

Discussion: Professor Ciucci discussed the feasibility of developing the Public Health As degree.

Action: Cluster voted had unanimous support to develop the Public Health AS degree.

Attendance:

Brian Findley, Chair

Paula Myslivecek

Tracy Ciucci

Randy Gailey

Kanathy Haney

Bob Rajcoomar

Bob Van Der velde

Barbara Goldman

Jeanne Boone

Trish Froehlich

Judith Sharlin

Kristy Taylor

Submitted by:

Paula Myslivecek

Scribe

c. Minutes Distribution List

General Education Embedded Assessment

Spring 2015 Updates

Cluster chair: Please submit one form for each General Education course in your cluster. If needed, suggestions for discussions are provided on the next page after the form below. Contact Karen Pain (868-3325) if you would like someone to facilitate your cluster discussion. Forms can be typed and emailed after your cluster meeting or handwritten during your meeting and scanned to paink@palmbeachstate.edu. Please submit all forms by April 30, 2015.

Enter course here

Enter benchmark here¹

Enter plan for administering assessment in fall 2015²

Enter optional comments here³

- 1 See next page for a suggested approach and examples if needed.
- 2 See next page for suggested questions to guide your discussion if needed. Consistency in implementation is desirable in order to be able to compare data across sections and years. It will become a larger part of the conversation in future cycles, but we hope we can move toward consistent administration even in fall 2015 to make some comparison possible next year.
- 3 We will offer opportunities in 2015-2016 for conversations and comments related to improving our process. If the topic comes up as you set benchmarks and discuss consistent administration, it is not necessary to wait till next year to offer suggestions. Your input is welcome!

Optional Resource to Aide Faculty Discussion

FOR RECOMMENDING COMPETENCY BENCHMARKS

Suggested approach

1. Determine a minimum competency for the outcome.
2. Use the total percentage of students who achieved that score or better in Fall 2014.
3. Set a benchmark using the total percentage of students achieving that minimum score.

Example 1

1. Your cluster uses a 5-point rubric to assess the selected outcome and has decided that minimum competency is a score of "3."
2. Scores of 3: 27% of students

Scores of 4: 19% of students

Scores of 5: 7% of students

Total percentage of students who achieved a score of 3 or better (27+19+7): 53%

3. Your recommended benchmark could be:

At least 50% of students will score at least a 3 on a 5-point rubric.

Example 2

1. Your cluster uses a 100-point test to assess the selected outcome and has decided that minimum competency is a score of 70%
2. When you add up the percentage of students who scored 70%, 71%, 72%, etc., through 100%, you see that 82% of students scored 70% or higher on the test.
3. Your recommended benchmark could be:

At least 80% of students will score at least 70% on the assessment.

FOR DISCUSSING CONSISTENT ADMINISTRATION OF ASSESSMENT IN FALL 2015

Guiding questions to consider

- Did we all administer the assessment the same way?
- Did we all administer the assessment at the same point in time during the semester?
- What is the best application – homework? As a test in and of itself? As an in-class assignment? How much credit toward the course grade?
- Were there problems with reporting the data? Did we all use the same numerical values when we entered student scores? Do we need to clarify our scoring options?
- How did we communicate the plan to adjuncts? What, if anything, can we do differently to support adjuncts with this requirement?

DID YOU KNOW?

The Academic Management Manual includes a full section to assist faculty in the development and assessment of student learning outcomes? Section L: Outcomes Assessment Workbook is available online (<http://www.palmbeachstate.edu/academicservices/Documents/sectionl.pdf>) and is updated annually in the summer. You are invited to use this as a resource as needed and make suggestions for its improvement.