



MINUTES
General Education Assessment Committee
Friday, October 16, 2009
1:00 pm - 3:00 pm
ETA 101, Lake Worth

Attendance:	Louise Aurelien <input checked="" type="checkbox"/>	Jennifer Campbell <input checked="" type="checkbox"/>
David Childers <input checked="" type="checkbox"/>	Tcherina Duncombe <input checked="" type="checkbox"/>	Joseph Millas <input checked="" type="checkbox"/>
Karen Pain <input checked="" type="checkbox"/>	Ginger Pedersen <input checked="" type="checkbox"/>	Carole Policy <input checked="" type="checkbox"/>
Syeda Qadri <input checked="" type="checkbox"/>	Terry Randolph <input checked="" type="checkbox"/>	Magdala Ray <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. Decisions about Scenarios

Discussion: An observation was made that not all the scenarios were conducive to writing an essay as a response. Some of the scenarios might be better answered as a series of questions. The committee determined that as long as at least one scenario required an essay response (so the Communications learning outcome can be properly measured) it will be up to each group to determine how they want the students to respond to the scenario.

The committee decided that where appropriate, the scenarios should be written in the first person, using "You" as the pronoun. Helen Shub and Professor David Childers will review the Personal Development scenario, which is still written in the third person, to see if it makes sense to change it to the first person.

Data/data source: (where appropriate)

Action: Each group will review its scenario to determine how the answer should be framed. Ms. Shub and Prof. Childers will review the Personal Development scenario to determine if the story should be changed to be in the first person.

ITEM 2. Final Review of Scenarios

Discussion: The committee reviewed each of the scenarios and expressed satisfaction regarding how they are written.

Data/data source: (where appropriate)

Action: Ms. Shub will do a final review of each scenario to make sure there are no typos or mistakes.

ITEM 3. Review of Student Version of Scenarios

Discussion: Ms. Shub presented the committee with a sample of a scenario that will be distributed to the students. The committee had a number of suggestions to improve the student version:

- Remove the request for social security number,
- Add a heading/PBCC logo,
- Remove other demographic questions; just ask for name and student ID, and
- Include a sentence about why we are doing these assessments.

Data/data source: (where appropriate)

Action: Ms. Shub will revise the cover sheet for the student versions of the Scenarios.

ITEM 4. Recap of Discussion on anonymity and piloting of scenarios

Discussion: A suggestion was made to administer the scenarios to two distance learning classes to see what the response would be.

It was agreed that the Scenarios cannot be anonymous because we need to tie the results to other student information, such as GPA and credits earned. In addition, students are being informed that they will receive their own results, so it will be necessary to know each test takers identity in order to do so. (Students are also being reassured that their instructors will not receive their students' results.)

After much discussion, it was determined that although a number of the Scenarios measure more than one learning outcome, for this first time around, the Scenarios will only be graded for the learning outcome that it was principally designed to measure. The committee also continued an earlier discussion about whether an analytic or holistic approach to grading would be better. It was agreed that for most of the learning outcomes the analytic approach would be better, but that during the process of grading, it will be possible for a group to make a decision that the holistic process is a better fit for a particular learning outcome. This is something that will be determined during the spring semester when the committee grades the completed Scenarios.

The Communications learning outcome will be measured using the results for the Quantitative Reasoning Scenario, since it asks the students to draft a business letter.

The Committee determined that the Scenario for the Technology and Information Literacy learning outcome is written in such a way that it can only be administered in a classroom that is outfitted with computers. A suggestion was made to create a website that contains the links to the websites that the students will have to research. This will save the students time and also cut down on mistakes.

Ms. Shub thanked the committee for their hard work and let them know that this is the final meeting of this semester and that we would reconvene as a committee at the beginning of the spring semester to begin the grading process.

Data/data source: (where appropriate)

Action: Ms. Shub will arrange for the creation of a web page that contains the links needed for the Technology and Information Literacy Scenario. She will also insure that the Scenarios are distributed in computer classrooms.

Meeting Adjourned at 3:00 p.m.

Submitted by:

Helen Shub, Scribe