

**MINUTES
General Education Assessment Committee
Friday, March 5, 2010
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"/>	Andrew Plotkin <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. Review Assessment Results

Discussion: The committee was provided with the revised template of general education assessment results. The revisions were based on committee suggestions from the prior meeting. The committee was satisfied with the assessment results and the benchmarks that were set. It confirmed that although all the learning outcomes were satisfactorily achieved, the committee targeted two of the learning outcomes for improvement: Communications and Quantitative Reasoning.

Since part of the improvement plan for these two learning outcomes deals with the clusters brainstorming on Development Day, it was suggested that Helen Shub write up a short narrative for each cluster to clearly specify what it is that they should do to fulfill this assignment. This narrative will be in the form of an email and it will spell out very clearly what information the committee is looking for.

The instructions (and examples) for Communications will look something like this:

“What are you doing to foster reading, writing and communication in your teaching?”
Examples might include textbook selection, assigned readings, narrative style presentations, class group discussions, class presentations given by students, etc.

For Quantitative Reasoning, the instructions will ask about what faculty are doing to strengthen students’ skills in mathematical concepts and analytical reasoning. Examples will include the use of charts, graphs, statistical outcomes, fallacious reasoning, data analysis, audience analysis surveys, basic arithmetic skills, computer programs, percentages, grade calculations, explaining bar graphs, discussions of mortality rates or incidents of disease, cost/money, pay, budgets, baseball statistics and probability.

Data/data source: (where appropriate)

Action: Helen Shub will compose an email to the cluster chairs containing the examples provided by the committee.

ITEM 2. Discuss Rubrics and Scenarios

Discussion: This discussion was tabled until the next committee meeting.

Data/data source: (where appropriate)

Action:

Meeting Adjourned at 2:00 p.m.

Submitted by:

Helen Shub, Scribe