



MINUTES
General Education Assessment Committee
Friday, August 28, 2009
1:00 pm - 3:00 pm
ETA 101, Lake Worth

Attendance:	Louise Aurelien ☒	Jennifer Campbell ☑
David Childers ☑	Tcherina Duncombe ☑	Joseph Millas ☑
Karen Pain ☑	Ginger Pedersen ☑	Carole Policy ☑
Syeda Qadri ☑	Terry Randolph ☑	Magdala Ray ☑
Matilde Roig-Watnik ☑	Helen Shub ☑	Victor Slesinger ☑
Melissa Stonecipher ☑	Patrick Tierney ☑	Connie Tuisku ☑
Bobette Wolesensky ☑		

ITEM 1. Welcome and Introductions

Discussion: Helen Shub asked all the committee members to introduce themselves.

Data/data source: (where appropriate)

Action: Informational only

ITEM 2. Overview of General Education Assessment Plan and Timelines

Discussion: Since there are a number of faculty members on this committee that were not part of the Strategic Planning Committee that developed the action plan for the assessment of general education learning outcomes, Ms. Shub explained the process and shared with the committee the three action plans that are pertinent to general education.

1. The assessment statement – this statement has been developed and approved by the Strategic Planning committee, reviewed by the Director of College Relations and Marketing, and is currently awaiting approval from the College Executive Leadership Council.
2. Scenarios – This action plan describes the activities surrounding the development of the scenarios and the implementation plan to administer the scenarios to students.
3. External Exam – this action plan describes the plan to administer a nationally-normed, standardized exam to measure four general education learning outcomes

– reading, writing, critical thinking and quantitative reasoning – to supplement the measurement taking place with the scenarios.

Data/data source: Strategic Planning Action Plans for Goal 1, Objective 1

Action: Informational only

ITEM 3. Report from Sub-Committee on Standardized Exam

Discussion: Ms. Shub presented the results of a subcommittee meeting that took place on August 24, 2009. This subcommittee was created by the Strategic Planning Assessment Committee to explore the various standardized exams available to measure general education learning outcomes.

Ms. Shub explained to the committee that there is an initiative called the Voluntary System of Accountability which is designed to improve public understanding of how public colleges and universities operate. According to their website, it provides “consistent, comparable and transparent information on the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes. The information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders.”

As part of this initiative, hundreds of public institutions collaborate to voluntarily assess their student learning outcomes and present them to the public for comparison purposes. This collaborative group selected three national exams as the exams the participating schools are allowed to choose from. They are the Collegiate Learning Assessment (CLA), the Measure of Academic Proficiency and Progress (MAPP), and the Collegiate Assessment of Academic Proficiency (CAAP). It was felt by the members of the subcommittee that if these exams were acceptable measures to the VSA, then we would accept their decision as a recommendation and limit our search and review the same three exams.

The subcommittee considered a variety of factors in comparing the three exams including, cost, length of test, and learning outcomes tested. After reviewing each exam, it was determined that the MAPP exam would be the best fit for the College. All three tests were comparable in price, but the MAPP exam is short enough to administer during one class period. It covers four learning outcomes – reading, writing, critical thinking and quantitative reasoning. The MAPP exam allows the institution to add questions to the exam which would permit testing of additional learning outcomes not covered by the standard exam, such as information literacy or ethics.

Data/data source: (where appropriate)

Action: The committee voted to accept the subcommittee’s recommendation to utilize the MAPP test for the standardized exam used to assess general education learning outcomes.

ITEM 5. Scenarios

Discussion: Ms. Shub distributed to the committee a packet consisting of sample scenarios, rubrics, and a sheet detailing attributes of a good scenario. After a brief discussion about scenarios, the committee decided that it was important to develop the rubrics before developing any scenarios. The committee divided itself into seven groups – one for each learning outcome. Each group had the assignment to review the sample rubrics and create a preliminary rubric for the learning outcome they had chosen.

The committee agreed that each rubric should have five levels of proficiency, as follows:

- Needs Improvement
- Emerging
- Developing
- Proficient
- Exemplary

Data/data source: (where appropriate)

Action: The committee was divided into seven groups. Each group chose a learning outcome and will prepare a rubric for that outcome to be shared with the committee at the next meeting.

Meeting Adjourned at 3:00 p.m.

Submitted by:

Helen Shub, Scribe