

**MEETING Minutes**  
**General Education Assessment Committee**  
**Friday, January 11, 2013**  
**10:00 p.m. – 12:00 noon**  
**CPB 202, Lake Worth**

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<b>Attendance:</b>	Jennifer Campbell <input checked="" type="checkbox"/>	Tcherina Duncombe <input checked="" type="checkbox"/>
Robin Fiedler <input checked="" type="checkbox"/>	Robin Hoggins-Blake <input checked="" type="checkbox"/>	David Knopp <input checked="" type="checkbox"/>
Marcie Pachter <input checked="" type="checkbox"/>	Karen Pain <input type="checkbox"/>	Ginger Pedersen <input checked="" type="checkbox"/>
David Pena <input checked="" type="checkbox"/>	Ana Porro <input checked="" type="checkbox"/>	Helen Shub, Chair <input checked="" type="checkbox"/>
Debra-Anne Singleton <input checked="" type="checkbox"/>	Warren Smith <input checked="" type="checkbox"/>	Melissa Stonecipher <input checked="" type="checkbox"/>
Patrick Tierney <input checked="" type="checkbox"/>	Connie Tuisku <input checked="" type="checkbox"/>	

**ITEM 1.      SACS Changes to General Education Standard 3.5.1**

Discussion:      Helen Shub provided the committee with the page from the newly-updated SACS Resource Manual for Standard 3.5.1 and reviewed the revisions that have been made since the last edition of the manual. Of particular interest is the fact that it is now explicitly expressed that colleges may measure competencies at any point during the general education program. While the committee favors retaining the use of the holistic measures currently in place – the Scenarios and ETS Proficiency Profile – they also felt that this change in timing requirements opens up a way to measure student attainment of the general education competencies directly in the courses in which they are being taught. Upon further reflection, the committee recommended reconsidering the structure of the general education assessment so that the outcomes could be revised to directly map to the College’s five general education areas: Communications, Humanities, Natural Sciences, Mathematics and Social Science. Of the existing learning outcomes, three of the general education areas are already addressed. The Communications outcome could remain intact and the outcome for Scientific and Quantitative Reasoning could easily be split into two parts, as follows:

- Communications: Develop effective communication skills for a variety of audiences
- Mathematics: Apply mathematical principles to solve real-world problems.
- Natural Sciences: Apply scientific principles to real-world problems.

The other two areas, Humanities and Social Sciences will each require outcomes to be developed.

With this proposed change to the structure of the general education learning outcomes, the committee considered how to incorporate the remaining learning outcomes, which are more inter-disciplinary in nature and not clearly aligned with any of the general education areas. These outcomes are as follows:

- Global Awareness: Exhibit a sense of social, cultural and global responsibility.
- Critical Thinking: Engage in purposeful reasoning to reach sound conclusions.
- Information Literacy: Demonstrate the ability to find, evaluate, organize and use information.
- Ethics: Demonstrate the ability to make informed decisions based on ethical principles and reasoning.

After much discussion, the committee determined that these outcomes would be best utilized to measure the AA degree program, which also incorporates the general education learning outcomes. These outcomes will continue to be measured by the Scenarios and the ETS Proficiency Profile, where appropriate and will add depth and breadth, as well as measures of direct student learning, to the AA degree program.

During the months of January and February 2013, faculty forums will take place on each campus to provide input to the revisions to the general education program. Faculty will be asked to review the general education philosophy statement to insure that it represents an accurate description of what the general education program is designed to do. The faculty will then review the outcomes for Mathematics, Natural Sciences and Communication and to recommend wording for the learning outcomes for Humanities and Social Science. In reviewing an existing outcome or creating a new one, faculty will be asked to consider the outcome within the context of several of the actual questions posed in the SACS Resource Manual, specifically,

- What evidence exists that demonstrates that Palm Beach State College identifies competencies that are college-level?
- What evidence is available to show the extent to which students have attained the required competencies?
- What criteria does the institution use to set an acceptable benchmark for student attainment of competencies?

In addition, faculty will be asked to anticipate any problems the College might encounter when assessing the outcome.

Data source: SACS Resource Manual, 2012 Edition; Palm Beach State College Catalog

Action: Faculty forums will be held on each campus to review the current general education philosophy statement and the proposed changes to the learning outcomes.

## **ITEM 2. General Education Campus Forums**

**Discussion:** The committee discussed the importance of recording the information for each round table in a standard format to make the compilation of the information easier. It was determined that on the three coastal campuses, the round tables will be arranged by general education area and that each table will discuss the learning outcome that coincides with that particular area. In other words, the tables populated by faculty who teach in the Humanities will develop a learning outcome for Humanities, the faculty who teach Communications will review and revise, if necessary, the Communications outcome, etc. ( At Belle Glade, because the number of faculty is smaller, the tables will be comprised of faculty from mixed areas.

The committee felt that as table facilitators, it was advisable that they be assigned to areas outside their own general education area. The table assignments are as follows:

Communications: Tcherina Duncombe and Warren Smith

Humanities: Marcie Pachter and Anna Porro

Social Sciences: Robin Fiedler and Melissa Stonecipher

Natural Sciences: Connie Tuisku and Debra-Anne Singleton

Mathematics: Patrick Tierney and Robin Hoggins-Blake

Handouts that will be provided for the faculty at the campus forums include a copy of the College's general education philosophy statement, the pages from the catalog that describe the general education program and the new structure of the general education learning outcomes.

**Data source:** None

**Action:** Helen Shub will develop a form for the table facilitators to use to capture the important points at their tables' discussion. She will also prepare the handouts for the meeting.

## **ITEM 3. Information Literacy Module**

**Discussion:** Connie Tuisku described for the committee the details of the Information Literacy module that was created by the library staff. She asked if anyone on the committee would be willing to pilot the use of the module in a class. Professor Robin Fiedler volunteered to use the module in one of her classes and compare the results of the required research paper to the results from students in a different section of the course who did not have the benefit of the module. In addition, Professors Patrick Tierney and Marcie Pachter volunteered to pilot the module in the linked courses that they teach. Helen Shub suggested that the module be featured in an upcoming edition of the GASP newsletter.

**Data source:** Information Literacy Module

**Action:** None

Meeting adjourned at 11:30 am.

Submitted by:

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Helen Shub, Scribe