

**Meeting Minutes
General Education Committee
Friday, February 28, 2014
10:00a.m. – 12:00 noon
CPB 201, Lake Worth**

Attendance:	Jennifer Campbell <input checked="" type="checkbox"/>	Emma Chow <input checked="" type="checkbox"/>
Tcherina Duncombe <input checked="" type="checkbox"/>	Barbara Edgar <input checked="" type="checkbox"/>	Robin Fiedler <input type="checkbox"/>
David Knopp <input checked="" type="checkbox"/>	Karen Pain <input checked="" type="checkbox"/>	Ginger Pedersen <input 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 type="checkbox"/>	Warren Smith <input type="checkbox"/>	Melissa Stonecipher <input checked="" type="checkbox"/>
Patrick Tierney <input checked="" type="checkbox"/>	Connie Tuisku <input checked="" type="checkbox"/>	

ITEM 1. General Education Cluster Discussion

Discussion: Helen Shub distributed to the committee a table showing a finer breakdown of scores for each type of scenario administered. The committee’s observations about these scores are as follows:

- Information Literacy – The results for this outcome demonstrate a normal distribution. The committee agreed that the instrument and rubric for this outcome will remain the same for the next assessment cycle.
- Critical Thinking – According to Karen Pain, QEP Manager, the results seem consistent with what the QEP team sees in other measurements. Overall, the results are skewed toward the lower end of the range. Ms. Pain indicated that the QEP committee plans to continue to refine the scenario. A question was raised whether any of the three components measured by the critical thinking scenario stood out as more problematic than the other. Ms. Pain responded that the component that students seem to have the most difficulty with is “Evaluate and Explain”.
- Ethics – The committee unanimously determined that the Ethics scenario should be revised for the next assessment cycle. Dean David Knopp volunteered to assist with this project.
- Global Awareness – Student performance on this outcome was the strongest of all four, but this was the first time this scenario and rubric were used. The committee determined that both the scenario and rubric should be reviewed before the next assessment cycle and modified, if necessary.

The committee unanimously agreed that it should be a long-term goal to use embedded assessments to measure the institutional outcomes. The first step in this process will be to update the curriculum map which indicates the learning outcomes supported by each course. This will be a project for the next year.

Several committee members attended cluster discussions regarding the general education embedded assessment review. Overall, it appears that faculty understand the process and are making serious efforts to examine and improve, where necessary, their general education assessment instruments.

Source: Scenario scores, fall 2013

Action: The scenarios and rubrics will be reviewed for the critical thinking, ethics and global awareness learning outcomes.

ITEM 2. Development Day/March 14th Committee Meeting

Discussion: Ms. Shub reminded the faculty committee members that they will be presenting workshops on assessment at the next Development Day. The next committee meeting will be devoted to rehearsing the presentations.

Source: None

Action: None

ITEM 3. Gordon Rule

Discussion: After lengthy discussion, the committee determined that the best approach to continue with the refinement of the rubric for the revised Gordon Rule Statement is to hold a “by invitation only” session during Development Day next fall. At this session, two representatives from each discipline will be invited to review the rubric and to bring samples of their own work to see how well the rubric would work for them. An additional purpose of this session will be to familiarize the participants with the revised Gordon Rule Statement and what implications the revisions have. During this discussion, faculty will be asked for their input on what the word count should be for their respective disciplines.

Prior to this meeting, Helen Shub will present the associate deans with a copy of the proposed revisions to the Gordon Rule Statement and the draft of the rubric for their input.

Source: Proposed revision of Gordon Rule Statement and rubric

Action: Ms. Shub will set up meetings with the associate deans to review the Statement and rubric for their feedback.

The meeting was adjourned at 11:00 am.

Submitted by:

Helen Shub, Scribe