

MEETING Minutes
General Education Assessment Committee
Friday, March 1, 2013
10:00 p.m. – 12:00 noon
CPB 201, Lake Worth

Attendance:	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 checked="" 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. Development Day – Cluster Meeting

Discussion: Helen Shub presented to the committee a suggested timeline for clusters to develop or refine the general education learning outcomes, associated course learning outcomes, and common assessments to measure the identified course learning outcomes. Of paramount concern to the committee was to provide faculty with enough time to allow for meaningful discussion and results. With that in mind, the following schedule has been proposed:

The Week of March 11, 2013

- An email will be sent to all faculty which will include the results from the campus forums and an explanation of what to expect on Development Day.

Development Day – Spring 2013

- The super clusters will meet and will decide on the recommended wording for their Gen Ed learning outcome. This may take longer for Humanities and Social Sciences since there isn't one already in existence to jump start the discussion. The appropriate outcome must be written down in each cluster's minutes. (It is possible that Humanities and Social Science may not be able to complete this in the time allotted on Development. In this case, they will have to work on it via email and submit the result by the end of the semester.)
- After the Gen Ed outcome is determined, where possible, the super cluster will identify or write at least one new course learning outcome that measures its area's Gen Ed learning outcome. This is most likely to happen in Science, for example, where something to do with the scientific method could apply to physics just as easily as biology. In the other areas, however, it will most likely be

necessary for the super cluster to break out into individual disciplines to develop (or identify) their own specific course learning outcomes. An outcome for political science, for example, will most likely be different than an outcome for psychology. Some clusters may be able to complete this on Development Day. However, if in the Humanities and Social Sciences they haven't been able to determine what the Gen Ed learning outcome should be, then they won't be able to complete this part of the task either. The deadline for defining the Gen Ed learning outcome and the associated course learning outcome is the end of the spring semester, but we would encourage them to finish it sooner. The identified course learning outcome(s) should be sent to Helen Shub, Manager of Outcomes Assessment. Each cluster will be provided with a set of their current course learning outcomes on Development Day to help facilitate the process.

- At the end of this process, every Gen Ed course should have at least one course learning outcome that measures the relevant Gen Ed learning outcome.
- The first cluster agenda item will ask each cluster to list their area's Gen Ed learning outcome, and the Gen Ed courses and the corresponding course learning outcomes that will be assessed in the fall.
- To help keep this process on track, each super cluster discussion will have at least one member of the Gen Ed committee in attendance.

Spring 2013 – After Development Day

- Once the course learning outcome(s) has been identified or developed, every faculty member who teaches a Gen Ed course will identify the assessment instrument(s) they will use during the following semester to measure that outcome(s).

Convocation – Fall 2013

- During the cluster meeting at Convocation, each faculty member will be asked to bring the assessment instrument they will be using to measure the agreed upon course learning outcome for their area. They will be asked to have a discussion about the variety of assessments, with the intention of working their way to a common assessment.

Fall 2013 Semester

- Each faculty member implements their own assessment sometime during the fall semester.
- Faculty grade their own assessments
- All results reported to IRE Office

Spring 2014

- Towards the beginning of the semester, IRE reports to each cluster its aggregate results from the Gen Ed assessment.

Development Day – Spring 2014

- Each cluster utilizes the assessment results to develop an improvement strategy.

Future

- The process continues adding other course learning outcomes for a more robust measure of the Gen Ed learning outcomes.
- While all of this is going on, we will also be implementing the Scenarios in about 25 randomly-selected classes, which will now be measuring the AA degree. In addition, we will be implementing the California Critical Thinking Skills Test to a small sample for the QEP. We also need to make a decision as to whether we continue with the Proficiency Profile.

The Committee members are assigned to attend the super clusters as follows:

Natural Science

Tcherina Duncombe
Connie Tuisku
Karen Pain

Communications

Marcie Pachter
Ana Porro

Mathematics

Patrick Tierney

Humanities

Robin Fiedler
Melissa Stonecipher
Helen Shub

Social Sciences

Warren Smith
Debra-Anne Singleton
Ginger Pedersen

Data source: None

Action: Helen Shub will prepare an email to be sent to faculty to provide them with the campus forum results prior to Development Day.

ITEM 2. General Education Philosophy Statement

Discussion: After reviewing all the suggested revisions from the campus forums, the committee has recommended that the General Education Philosophy Statement read as follows:

“The General Education Program at Palm Beach State College prepares students for lifelong intellectual pursuits and responsible participation in a complex global society through a core curriculum that encourages examination of diverse values and

perspectives and offers students a depth and breadth of learning that transcends the content of any one specific discipline.”

Data source: Campus forum results

Action: Ms. Shub will include the proposed philosophy statement in the email that will be sent to faculty prior to Development Day

Meeting adjourned at 12:00 pm.

Submitted by:

Helen Shub, Scribe