**ASCC GE Assessment Panel**

Approved Minutes

Monday, May 21, 2012 10:00 -11:30 AM

110 Denney Hall

ATTENDEES: Collier, Hetherington, Highley, Hogle, Jenkins, Masters, Sanders, Soundarajan, Vankeerbergen

Agenda:

1. Approval of 5-14-12 Minutes
   * Hetherington, Sanders, unanimously approved
2. ASCC Panel responses to GE category language
   * NMS Panel (Natural Science GE):
     + Action: Reinstate but also rephrase expected learning outcome 2 for both Biological Science and Physical Science: “Students understand key events in the development of science and recognize that science is an evolving body of knowledge.”
     + Remove “examples” in expected learning outcome 2 (for Physical Science).
   * A&H Panel:
     + Panel likes revisions. No changes necessary
     + Recommendation to not change GE language for a while so that faculty can become familiar with the goals and expected learning outcomes.
   * SBS Panel:
     + Suggests for the Social Science GE goals: replacing “learn about” with “understand” and delete two “of.”
   * Unanimously approved recommendations from ASCC Panels
3. Revised scoring rubric for Education Abroad assignment
   * Alexis Collier and Chris Highley met with OIA. Chris completed the rubric based on recommendations made by the Assessment Panel members.
   * ELO3 (b) Skills
     + Suggestion: remove “suspending judgment in interactions”
       - This seems to be related to “life experiences” which will not be included in the Expected Learning Outcome and therefore this should be removed from the rubric.
       - This language came from the Intercultural Knowledge VALUE Rubric
     + Move “demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group” from ELO 3 (c) Attitudes to ELO 3 (b) Skills at the Capstone level.
   * ELO3 (c) Attitudes
     + Attitudes of students would be expected to be at a level 1 because a change in attitude may develop after the experience, later in a student’s academic program. It will develop at different times depending on the student. The attitudes affect the ability to develop the skills. The skills are only able to be developed during the actual experience.
       - Forming judgments would be an attitude. Skills would be how good they are at engaging in the host country.
       - “suspending judgment” as stated under “skills” will move under “attitudes”
     + Add “Curiosity/Asking Questions” to ELO3 (c) Attitudes
     + The GE Education Abroad goal uses the term perspective rather than attitude. Either one is appropriate as long as there is consistency.
   * If too many variables are added instructors are less likely to use the rubric. Need to inform faculty that extra variables were added in the rubric to provide ideas of what instructors are looking for in these assignments.
   * The rubric needs to be provided at the same time as the submission guidelines as there could be many different interpretations of the Expected Learning Outcomes.
   * Students can receive a 0. Courses would be considered successful with an average score of 2.
   * Chris Highley will revise the rubric based on the discussion of the panel
     + OIA will be asked for their input by the next assessment panel meeting in order to approve the final guidelines and rubric for Education Abroad.
     + The rubric and guidelines for Education Abroad should be emailed to Service Learning so they can see what is needed for the Service Learning GE and ask them to assist in developing a scoring rubric. Provide them with the Civic Engagement VALUE rubric.
   * Chris’s course proposal for the GE Education Abroad category should be posted on the curriculum and assessment website as an example.