**ASCC GE Assessment Panel**

Approved Minutes

Wednesday, November 28, 2012 11:30am -1:00pm

110 Denney Hall

ATTENDEES: Breitenberger, Collier, Harvey, Hogle, Jenkins, Krissek, Soundarajan

Agenda:

1. Approval of 11-14-12 Minutes
Soundarajan, Harvey, unanimously approved
2. Approve GE Education Abroad & Service Learning guidelines
	* This is an evolving request in which refining the language in a year may be necessary.
	* Assessment is required but whether it is used for the final grade of the student or not is up to the instructor. This may be confusing with the current language in the guidelines.
		+ Change language to: “This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.”
		+ For assessment purposes it may be beneficial to know if instructors used the assignment as part of their final grade. This may affect how seriously the students view the assignment.
	* Krissek, Harvey, unanimously approved
3. Cross Disciplinary Seminar
	* May be interested in creating a similar rubric for this category. The idea was that these three new categories would be the starting point for category level assessment.
	* The challenge with establishing this is that various units offer these courses.
	* Courses in this category are converted 597 courses. These are now 4597 or 3597 depending on the department.
	* These courses can count in the major so the way the course is taught is different than the way it might be taught for the GE expected learning outcomes.
	* About 50 courses are currently being offered with this GE status.
	* Need to think about a specific assignment and what the rubric might look like.
4. Review the General Education Curriculum Category Assessment Report 2-27-10
	* Approach: 10 large enrolled in courses each year and 3 years at the regional campuses.
	* Tools used: Exit Survey, Course Reports (50-100), and 3-4 focus groups.
	* Gaps: So much of the data was from indirect measures (surveys, focus groups)
		+ We need evidence from direct assessment (embedded questions, rubrics, pre/post assignments)
		+ More guidance needs to be provided regarding what kind of evidence is useful for assessment purposes
			- Could develop rubrics for all GE categories
			- Embed assessment in Carmen (Ask student’s opinion. Ask Instructors to show evidence.)
	* Focus groups renewed attention to the GE expected learning outcomes
	* We were ahead of the game doing GE Assessment about 5 years ago
	* Category vs. Course level assessment
		+ You want course level assessment because that’s where you make the change. You want category level assessment to tell the story.
			- The rubrics make it category level assessment.
			- The rubrics seem to help faculty because they do not have to create various forms of assessment themselves.
		+ Most schools don’t have categories. Many schools have 6 or more learning goals that they assess.
			- They think of it as requirements (Math, English, Literature).
			- Minnesota spent a year developing 6 outcomes and have faculty go through and determine if they are meeting those outcomes in their courses.
			- Michigan State has 3 interdisciplinary institutes and they do assessment within their institutes (equivalent to our GE)
	* Curricular Experience
		+ “Formulate considered and reasoned ethical judgments” is not specifically covered in the GE
			- Take this to ULAC for them to map this to what we have.
			- Maybe ask every major where they cover this (It may be covered sporadically)
			- Could look at the expected learning outcomes of the GE categories to see if they correspond to the expected learning outcomes of the curricular experience
		+ Problem Based Test will cover half of the curricular experience and is across the university.
	* The report provides suggestions about improvements that could be made
		+ Ask departments if anything has been changed since then and ask what they are going to do going forward. Once making changes they should reassess to see if it is working.
		+ Assessment is a continuous cycle.
	* Focus Group for Second Level Writing 367 developed a rubric
		+ Currently not being used. Maybe go back to these instructors and encourage them to use the rubric.
		+ Need to review the rubric first to make sure it is still aligned with the expected learning outcomes
	* Course Set 6 reports were not reviewed by the assessment panel. These should be reviewed.
	* Getting data for assessing the GE in the next year
		+ Could develop rubrics for additional categories
		+ Reaccreditation is 2016
			- Must have comprehensive data
			- Need to start submitting data in Fall 2013
	* Continue with a Course Set 7 or S1 for semesters
		+ Look at new semester based curriculum but need to be informed by the work that was being done during quarters.
		+ Maybe go back to a course set where the reports were due again in 5 years and collect current reports.
		+ Projects that could be done that would be category level rather than course level
			- Carmen
			- Look at Curricular Experience and maybe plugging in assessment
			- Review of 367 Rubric and publicizing to instructors to encourage using it and report back (may be similar to reporting like open option categories)
			- Once decision is made there is another step: Communication with departments and instructors.
				* ASCCAS website provides information regarding assessment.
				* Planning a 4 hour conference on assessment around the beginning of March. The idea is to have colleges bring a team and have planning and questions. Various sections for Undergrad, Graduate, and General Education.
				* Make public what we are doing.
				* Maybe create a networking group on assessment including faculty leaders from each category to build a team who want to work on this.
		+ In future reports ask what actions have been taken so that all of that gets reported at the same time.
		+ Could pick up data that is already being collected and put it all together in some format.
		+ Focusing on categories going forward.