**ASCC Assessment Panel**

Approved Minutes

Thursday, January 10, 2013 9:00am -10:30am

110 Denney Hall

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

Agenda:

1. Approval of 11-28-12 minutes
   * Krissek, Jenkins, unanimously approved
2. Course Set 6 Reports
   * Each member will review at least one report and will provide feedback to the panel at the next meeting. This will allow the panel to see what the reports actually look like to come to a consensus on what they should be looking for going forward.
     + Chemistry 121 & 122 – Larry Krissek
     + Classics 222 – Mary Ellen
     + Music 251 & Theatre 100 – Rebecca Harvey
     + Psychology 367 – Caroline Breitenberger
     + Biology 101 – Tom Hetherington
     + Statistics 135 – Neelam Soundarajan
   * Units need to know that the reports have been reviewed and that the panel appreciates what they have done.
   * These were GEC reports and therefore the goals and expected learning outcomes will be based on the language of the GEC.
   * Things to look for
     + Do the reports show that the students achieved the expected learning outcomes?
     + Do they provide evidence and how it was obtained?
     + If the students are not achieving the expected learning outcomes do they have a good process in place?
       - They should have a feedback loop and describe what they did to modify and/or improve the course for any outcome that was not met.
3. Cross-Disciplinary Seminar guidelines
   * The idea is to create guidelines and a rubric similar to the Education Abroad and Service Learning GE categories.
   * Edits to the Cross-Disciplinary Seminar Guidelines document
     + GE Rationale
       - A. How does this particular course promote student understanding of the benefits and limitations of different disciplinary perspectives?
       - B. What aspects of this particular course insure that students learn the benefits of synthesizing multiple disciplinary perspectives?
       - C. In what ways will the course require students to demonstrate synthesis and application of knowledge from diverse disciplines to a topic of interest?
     + GE Assessment Plan
       - Run this assessment plan by the current instructors of these courses to see if they would be willing to do this going forward.
       - These courses should be small in size, writing intensive, and include a project. This should not be additional work for instructors. However, some of these courses have drifted away from the GE and some are included in a student’s major.
         * If there are courses that are not taken by majors those should be the instructors that are asked to participate in the assessment plan and provide feedback to the panel.
       - Reports from Education Abroad & Service Learning are to be submitted one month after each course. If Cross-Disciplinary Seminar guidelines require the same reporting that would be a lot of reports being submitted. Should departments submit a cumulative report each term or should each individual faculty submit a report?
         * Some of the information could be rolled into one report at the departmental level before being sent to the panel.
         * There is value in having the instructor do the reflection exercise for them to think about what their students are doing and how well are they doing.
         * Need to provide feedback directly to the instructors for them to make improvements.
         * There would be interest in knowing what types of assignments students are completing and student examples should be collected in addition to reports from instructors.

By having copies of the assignments the panel at some point can evaluate the writing and reasoning and address any problems before students get to the senior level taking these courses.

* + - * + It may be beneficial to ask for 5 year reports as changes may not be clear from semester to semester but over 2-3 years a change would be apparent.
        + It would be preferable to determine the submission requirements after receiving feedback from current faculty members teaching these courses that are willing to do the assessment.
    - Prompt for an end-of-course assignment
      * In these courses students should already have a writing assignment and it would be appropriate to use what is already part of the course rather than creating an additional assignment.
      * Rather than providing a prompt the guidelines could ask the instructor to describe how the capstone project will address specific GE questions.
      * The panel will review the syllabi of current courses being taught in this GE category to get an understanding of the types of assignments being given by instructors.
  + Cross-Disciplinary Seminars are not required under the GE and sometimes Open Options are already decided for students based on majors and minors.

1. Review the General Education Curriculum Category Assessment Report 2-27-10 and plan next steps
   * This was Kate Hallihan’s compilation of all of the data collected (student opinion surveys, faculty opinion from focus groups, direct evidence from courses)
   * Other large institutions are moving from course level assessment to category level assessment using standard rubrics.
   * For accreditation we define what our General Education program is and how we assess it.
   * Since our courses are approved for a specific GE status we have an obligation to see how it is working to maintain that status.
   * Need to request reports this year to be submitted by Autumn 2013-Spring 2014.
   * Next panel meeting
     + Affirm or revise the 2004-2005 Plan (modeled after North Carolina State University)
     + Establish a 1-2 page plan of what needs to happen this term.