**ASCC GE Assessment Panel**

Approved Minutes

Friday, February 3, 2012 1:00 -2:30 PM

110 Denney Hall

ATTENDEES: Guatelli-Steinberg, Hetherington, Hogle, Jenkins, Kalish, Masters, Sanders, Soundarajan, Vankeerbergen.

AGENDA:

1. Approval of 1-20-12 Minutes

Sanders, Soundarajan, unanimously approved

1. Update on meeting with Service Learning
	* Reflection paper was a suggestion for assessment and Service Learning thought that it was a good idea.
	* Service Learning will be working on the assessment rubric
	* This form of assessment will be both direct and indirect
	* Still need a rationale
	* Service Learning Roundtable
		+ Consists of a full time faculty director and 50-100 faculty members who meet regularly
2. Review and discuss Education Abroad GE course submission requirements
	* A meeting with Education Abroad has not yet occurred but a Course Submission Guidelines form has been created
		+ Study abroad was involved in creating the goals and Expected Learning Outcomes but not the GE rationale and assessment plan
	* No courses have been approved for GE Service Learning or Education Abroad
	* What should an assessment plan include? A template has been created and Panel made adjustments:
		+ The general language of the template would want to be included with all GE course submissions not just Education Abroad and Service Learning
		+ Specific language within the document refers just to the reflection paper for Education Abroad assessment
			- Measuring whether or not students learned what they were supposed to learn.
			- Handbook always states that the assessment plan is not how students are assessed. However, proposers are still elaborating on grading students.
			- The GE Rationale portion addresses how the course was designed to reach GE expected learning outcomes
			- The GE Assessment Plan addresses what students have learned from the design of the course
				1. Language was adjusted to clarify the expectations of both the GE Rationale and Assessment Plan
		+ Where do assessment reports go? They are currently being stored in departments and use those reports whenever they are due.
			- Proposers need to state where their reports will be stored
			- Formal Follow Up: The idea was to complete the quarter to semester transition and then really start following up on assessment reports.
				1. Added to document: Description of process and timeline to be used in reporting the assessment results and the follow-up actions to the ASCC GE Assessment Panel. As a guideline, a complete cycle of assessments, follow-up/feedback actions, and reporting should take place every five years.
		+ Edited examples of direct and indirect assessment tools
		+ Detailed rationale for the number of credit hours to count for GE credit: might need two different course numbers for one to count for GE and the other for study abroad. This works for students who want to take the course but may not be able to afford study abroad.
			- This is an issue for registrar and only applies to Education Abroad GE
			- Education abroad is the only GE that can count for 6 credit hours
3. Review and discuss Education Abroad proposed reflection paper assignment for use in GE
	* Service Learning and Education Abroad are serving as pilot plans and the goal is to establish a standard for all GE Assessment.
	* A standard rubric is currently being developed. If instructor uses this standard rubric they do not need to submit the rubric as part of the assessment plan. If instructor chooses to use their own rubric it must be submitted.
	* Discussion on who will evaluate the reflection papers.