June 27, 2012

Present: Catherine Cook, Veronica Giguere, Maria Lavooy, Joel Olson, Allen Rosiene, Matt Ruane

MR: We need to start developing the actual assessment tools that we will be using, whether it be an imbedded question or other tool. Comm already has a tool in place.

Approval of Old Minutes: Minutes were approved.

MR: Marshal Jones will be a liaison for implementation of these assessments for online courses.

JO: Can we gain access to the online question pools to see if they already have questions that would provide a sufficient assessment.

CC: The instructor's CD for each online course has the test question pools.

MR: Also, if there is any pushback from faculty or departments, Monica should be contacted to help enforce these requirements.

One of the issues we need to pay attention to is that we must have a standard rubric for each question/tool per department. Furthermore, each individual needs to determine how many potential questions will be made available to instructors for inclusion on their exams.

Different departments can have different questions, and the actual questions/tools are the responsibility of the individual departments to provide. Again, Monica can help to ensure that these changes are executed by each department.

The final versions of the measures should be complete and submitted to MR by the 17th of July. The tools themselves should be in place by October 1st.

AR: Has difficulty with BUS 2303 Intro to Macro – The measure regarding "intellectual and historical changes…" and seems to be something that would be associated more with Humanities. Similarly, the algebra portion would be covered by math.

CC: That's what the instructors said that is covered. But we can just remove some of these items.

MR: It's important to keep in mind and to indicate that just because a course covers certain competencies, they don't have to all be assessed in each class. Only certain classes will asses each competency.

One thing we will need to do in our next meeting is to review the completed measures.

There are many other subjects that come under the purview of General Education. We don't really have a Gen Ed core. It would be good for the university to actually have a Gen Ed core. If anyone has any recommendations regarding developing a Gen Ed core, or what a Gen Ed core should look like for this school, you may contact MR via private email. Do we tinker with what exists to try to make it a core or do we start from scratch?

AR: Should we have individual colleges develop their own cores? The College of Engineering doesn't really engage in Gen Ed.

MR: Consider issues such as whether it's appropriate to allow a single intro semester of a foreign language to satisfy the humanities or social science elective.

ML: Should we include wording in our report regarding what to do about students with transfer credits such that they don't take classes that will assess the Gen Ed core competencies. Thus we won't necessarily have assessed all graduating students.

MR: This has not sufficiently been answered at this time. This will be a good topic for the Academic Assessment Committee for the fall. The assumption might be that all people who graduate from Florida schools with an AA degree have already been appropriately assessed. However otherwise, it's not clear – especially for foreign students.