

General Education Review Committee Agenda

October 10, 2008

ROOM CHANGE: LIB 307

12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

() Erik Hirschman	Mat-Su/ UAB	Social Sciences
() Mari Ippolito	CAS/ UAB	
() Patricia Fagan	CAS	Humanities
() Robert Capuozzo	COE	
() Jack Pauli	CBPP	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Suzanne Forster	CAS/ UAB	
() Robin Wahto	CTC/ UAB	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	
() Catherine Sullivan	CHSW/ UAB	
() Doug Parry	CAS	Oral Communication
() Jeff Miller	CAS	Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Assistant Provost Tom Miller

V. Chair's Report

VI. Course Action Requests
NONE

VII. Old Business

A. Statistical issues related to assessment of the capstone courses - Chad Farrell

B. Review of Proposed Generic Capstone Assessment tool (pg. 3)

C. Guidelines on Capstone Learning Outcomes Assessment (pg. 4-10)

VIII. New Business

IX. Informational Items and Adjournment

General Education Committee Summary from September 19, 2008

Present

Bob Capuzzo
Len Smiley Jack Pauli
Eric Hirschmann
Walter Olivares
Hilary Davies
Uptal Dutta
Katherine Sullivan
Patricia Fagan
Tom Miller
Suzanne Forster

The GERC discussed two items. The first was Old Business, the Capstone Assessment Rubric and process guidelines; the second was the proposed Honors GERs.

The committee agreed to adding levels to the draft Capstone Rubric: Advanced (3), Proficient (2), Basic (1), Lacking (0). Vice Provost Miller also introduced an expanded rubric with descriptors for each level of the outcomes. The committee will review them for next week's meeting.

Discussion also pointed to the need for course instructors to grade materials separately from the assessment evaluation, though all capstone faculty should have the rubric to use in designing the course and assessment mechanism.

The MatSu and Kenai campuses have devised a generic assessment mechanism which we might modify for use in capstone assessment. It will be sent out with next week's materials.

There was further discussion of sample size, but we decided that we needed to have a statistician meet with us. Forster has contacted John Riley from Sociology, who has asked Chad Farrell to meet with us; no date has yet been set.

A second item discussed, not on the agenda because it was received too late, was the memo regarding the proposed Honors GER courses. Jack Pauli reminded the committee that since the GERC had already approved the two courses, there is no reason for this committee to revisit them. The point was made that while it is unfortunate that Honors students might take a class they later cannot use, this is no different from students in other schools who change programs and are required to take different GER courses to fulfill the new requirements. A second issue raised was whether students who do not complete the Honors GER courses are meeting all the outcomes they otherwise would if they remained in the program or if such a change midway might leave a gap in their education.

After further discussion, it was determined that Honors should seek a blanket petition to cover the needs of students who, for whatever reason, have not completed all their GER courses. Since this is apparently the practice already in place for students who do complete all the Honors courses used for their GERs, it should be able to work as well for the others.

Associate of Arts Student Learning Outcomes Assessment Results Sheet

Semester/Year _____ Course _____ Section _____

Outcome # _____

Total Enrollment _____ Total Number of Students Assessed _____

Total Number Successful _____ Total Number Unsuccessful _____

Total Points or Percentage Possible _____ Total Points or Percent Required for Success _____

Description of assignment _____

Please either list all individual student points or scores for this assessment OR attach a copy of your grade sheet without student names. (The Gradebook feature of Blackboard is a good source for this information.) Please remove any student identifiers.

Please use the back side to write any analysis or comments regarding this assessment tool, this course, or this program.

Please attach a copy of:

1. The Assignment
2. A “Successful” assessment score sheet with the corresponding student product
3. An “Unsuccessful” assessment score sheet with the corresponding student product

Draft Capstone Assessment Rubric

	Learning Outcomes	Advanced 3	Proficient 2	Basic 1	Lacking 0	NA
Knowledge Integration	Demonstrates the ability to access, judge, and compare two or more fields of knowledge					
	Evaluates critically their own views regarding these different fields of knowledge					
Effective Communication	Demonstrates communication skills necessary to function professionally in the twenty-first century					
Critical Thinking	Defines issues clearly, identifies problems accurately, and/or describes situations precisely					
	Applies material of appropriate relevance, depth, and breadth to issues, problems and situations					
	Analyzes logically and conceptualizes reasoned solutions to issues, problems, and situations					
Information Literacy	Practices the responsible legal and ethical uses of information and demonstrates a thorough understanding of the issues surrounding plagiarism and the canons of academic honesty					
	Distinguishes logical and appropriate uses of information from specious and fallacious uses of information in various media					
Quantitative Perspectives	Performs original and /or critiques published studies using the scientific method or standardized statistical practice					

Issues Resolved Pertaining to Capstone Assessment

1. Initially, the Capstone Rubric will include four levels: Advanced, Proficient, Basic, and Lacking.
2. Require a coversheet for the assignment with identifying page headers or other identifying information removed from the rest of the document. If this requirement is included in assignment instructions, it will make it easier for instructors to gather artifacts without requiring them to remove identifiers for individual pages of the document.

Issues Remaining Related to Capstone Assessment

1. Assessors: Should individual faculty complete the rubric or should assessment artifacts be evaluated by a separate committee? And who should that committee consist of? If we agree that faculty should submit samples of graded work
2. Sample size: How large a sample size is necessary to effectively assess student work in a given class? Should the work be graded? Is it sufficient to require a single example of work at the A, B, C, and D level? (Initially, we seem to agree on 3 samples, one each of A, B, and C-level work).

Initial discussion favored turning in samples that had not been scored It was also suggested bringing in a statistician to help us determine an appropriate sample size. The following is from Bob Capuzzo:

If we have capstone instructors submit an A,B,C, D artifact for the purpose of generalizing that these samples represent this class and as later a whole the capstone system we are assuming that in each class there is a perfect breakdown between the grades. So let's say capstone instructor X submits an A, B,C, and D example from her course. We then use the rubric and determine that students who earned a higher grade did score higher on the capstone rubric and generalize these findings to the entire course. BUT in actuality only 1 student in the course received an A or B.

I would think a random sample from each course would solve this problem but still think we should consult with a stats person.

Tom mentioned that we could ask for the grades from this particular signature assignment in hopes to solve this dilemma. Or a representative sample based on the grades for the particular assignment.

For either of these scenarios it might work but we need to first determine if there is a correlation/relationship between the grade on a particular assignment and the capstone criteria for that particular class.

An alternate model would be to identify the percentage of students who achieve at each level.

3. If multiple teachers are teaching the same course, should assessment artifacts be gathered from each instructor? We have agreed that faculty teaching more than one section of a capstone course can submit a single sampling from multiple courses.
4. Frequency: Do artifacts need to be assessed every semester, once per year, or on a two or three-year rotation?

Draft Capstone Assessment Rubric

	Learning Outcomes	Basic 1	Proficient 2	Advanced 3	Lacki ng 0	NA
Knowledge Integration	Demonstrates the ability to access, judge, and compare two or more fields of knowledge	<p>Access, judge, and compare two or more fields of knowledge, recognizing the validity, perspective and limits of sources, descriptions and arguments.</p> <p>Apply material of appropriate relevance, depth, and breadth to straightforward issues, problems and situations.</p>	<p>Evaluate critically their own views regarding different fields of knowledge and critique the validity of judgments and arguments made by others.</p> <p>Apply material of appropriate relevance, depth, and breadth to complicated issues, problems and situations.</p>	<p>Gather and interpret relevant data in multiple fields to solve problems and pursue goals in new or innovative ways.</p> <p>Apply material of appropriate relevance, depth, and breadth to difficult issues, problems and situations (contemporary and enduring).</p>		
	Evaluates critically their own views regarding these different fields of knowledge					
Effective Communication	Demonstrates communication skills necessary to function professionally in the twenty-first century	Produce and respond to detailed written and oral communications.	Convey and support original ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation and possible senior project reports and presentations)		
Critical Thinking	Defines issues clearly, identifies problems accurately, and/or describes situations precisely					
	Applies material of appropriate relevance, depth, and breadth to issues, problems and situations	<p>Analyze issues and reach sound conclusions regarding problems which have few variables, using a defined method or approach that requires a few simple operations.</p> <p>Determine validity or applicability of arguments and conclusions and the data and methods used to support those arguments.</p>	<p>Analyze issues and reach sound conclusions regarding problems which have multiple variables, using a defined method or approach that may require multiple or complex operations.</p> <p>Apply material of appropriate relevance, depth, and breadth to issues, problems and situations.</p>	<p>Analyze issues and reach sound conclusions regarding issues, problems and situations which have multiple variables. Adopt novel or adaptive approaches, requiring multiple operations. Deal effectively with data uncertainty and poor problem definition,</p> <p>Propose new and innovative connections or perspectives that incorporate consideration of</p>		

				multiple issues in complex combinations		
	Learning Outcomes	Basic 1	Proficient 2	Advanced 3	Lacking 0	NA
	Analyzes logically and conceptualizes reasoned solutions to issues, problems, and situations					
Information Literacy	Practices the responsible legal and ethical uses of information and demonstrates a thorough understanding of the issues surrounding plagiarism and the canons of academic honesty	Find desired information in print and electronic media, determine validity, accurately cite sources, recognize plagiarism and unsupported opinion	Find desired information. Recognize context, perspectives and validity of competing claims. Judge the legal and ethical responsibilities of information use. Recognize and deal with information dishonesty.	Distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media. Synthesize information from multiple sources into a cohesive and supportable presentation.		
	Distinguishes logical and appropriate uses of information from specious and fallacious uses of information in various media					
Quantitative Perspectives	Performs original and /or critiques published studies using the scientific method or standardized statistical practice	Apply knowledge of basic quantitative principles and operations to reach supportable solutions to problems with few variables and few simple operations	Apply knowledge of intermediate quantitative principles and operations to reach supportable solutions to problems with few variables and few operations. Perform original and /or critique published studies using the scientific method or standardized statistical practice	Apply knowledge of advanced quantitative principles and operations to reach supportable solutions to problems with multiple variables and involving complex, novel or adaptive operations with multiple decision points		

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4. Frequency: Do artifacts need to be assessed every semester, once per year, or on a two or three-year rotation?

A cleaned up version of the table appears below.

GER Integrative Capstone Assessment Rubric – Draft X

Category	Basic 1	Proficient 2	Advanced 3	Lacking 0	NA
Knowledge Integration	Access, judge, and compare two or more fields of knowledge, recognizing the validity, perspective and limits of sources, descriptions and arguments.	Evaluate critically their own views regarding different fields of knowledge and critique the validity of judgments and arguments made by others.	Gather and interpret relevant data in multiple fields to solve problems and pursue goals in new or innovative ways.		
	Apply material of appropriate relevance, depth, and breadth to straightforward issues, problems and situations.	Apply material of appropriate relevance, depth, and breadth to complicated issues, problems and situations.	Apply material of appropriate relevance, depth, and breadth to difficult issues, problems and situations (contemporary and enduring).		
Effective Communication	Produce and respond to detailed written and oral communications.	Convey and support original ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation and possible senior project reports and presentations)		
Critical Thinking	Analyze issues and reach sound conclusions regarding problems which have few variables, using a defined method or approach that requires a few simple operations. Determine validity or applicability of arguments and conclusions and the data and methods used to support those arguments.	Analyze issues and reach sound conclusions regarding problems which have multiple variables, using a defined method or approach that may require multiple or complex operations. Apply material of appropriate relevance, depth, and breadth to issues, problems and situations.	Analyze issues and reach sound conclusions regarding issues, problems and situations which have multiple variables. Adopt novel or adaptive approaches, requiring multiple operations. Deal effectively with data uncertainty and poor problem definition, Propose new and innovative connections or perspectives that incorporate consideration of multiple issues in complex combinations		
Information Literacy <i>(This was not one of the proposed Institutional Outcomes)</i>	Find desired information in print and electronic media, determine validity, accurately cite sources, recognize plagiarism and unsupported opinion	Find desired information. Recognize context, perspectives and validity of competing claims. Judge the legal and ethical responsibilities of information use. Recognize and deal with information dishonesty.	Distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media. Synthesize information from multiple primary sources into a cohesive and supportable presentation.		
Quantitative Perspectives	Apply knowledge of basic quantitative principles and operations to reach supportable solutions to problems with few variables and few simple operations	Apply knowledge of intermediate quantitative principles and operations to reach supportable solutions to problems with few variables and few operations. Perform original and /or critique published studies using the scientific method or standardized statistical practice	Apply knowledge of advanced quantitative principles and operations to reach supportable solutions to problems with multiple variables and involving complex, novel or adaptive operations with multiple decision points		