

Agenda for GEC Meeting – March 19, 2014:

1. Approval of Minutes
2. ETS Proficiency Profile
3. Ethical Perspectives Criteria and D.I.T.
4. Old/New Business



Demonstrate Ethical Perspectives

Current Criteria:

Students at Arkansas Tech who complete the general education requirements will:

1. Exhibit integrity and reliability in individual action and institutional activities.
2. Practice principle-centered leadership.
3. Demonstrate responsibility when interacting with new technologies and information.



Notes

Approved 4-24-14

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Wednesday, March 19, 2014 at 2:00 p.m. in Rothwell 214. The following were present:

Dr. Jackie Bowman	Dr. J.J. Mayo
Dr. Cheryl Chaney	Ms. Karen Riddell
Ms. Gwen Faulkenberry	Dr. Joseph Swain
Dr. Theresa Herrick	

Absent: Dr. Erin Clair, Mr. Zack Crossett, Dr. Justin Killingsworth, Dr. David Roach and Ms. Jennifer Saxton

Guests: Dr. Monica Varner

Call to Order Dr. Swain called the meeting to order and asked for approval of the January 27th meeting minutes. Dr. Chaney made a motion to approve, Dr. Mayo seconded the motion. Motion approved.

ETS Proficiency Dr. Swain asked Dr. Varner to speak to the committee regarding the ETS Proficiency Profile. Dr. Varner began by telling the committee that for this first year, she has been evaluating the university in regard to assessment. She thinks the University has some great systems in place. She also told the committee that Arkansas Tech is now working with the G2C (Gateway to Completion) program which will help with student success in the gateway courses. Arkansas Tech is even considered the role model for the 13 universities involved in this.

Dr. Varner distributed a copy of the Arkansas Tech Institutional Effectiveness University Mission and Strategic Planning to the committee. This shows both local and global assessment for the Assurance of Learning, Assurance of Teaching and Assurance of University Service. She told the committee she felt the General Education Committee was in good shape and would be able to show HLC how our General Education aligns with our mission. She also explained that now that we have the CPGE form approved, that all general education would go in to that and we wouldn't be using TracDat for general education.

She told the committee that Praxis scores from the major specific exams our students take will become a part of the assessment portfolio as a global assessment and that she would also like to add the ETS Proficiency Profile to show improvement through a standardized instrument. She mentioned that this test is 45 minutes long and might be given in the orientation

classes. She stressed there would have to be some discussion with the instructors of the orientation classes before implementing this, but the approval of the General Education committee was needed first. She also mentioned this test would not include transfer students. Dr. Chaney suggested they might be able to include this during the final or even make this test be the final exam for the orientation courses. Dr. Bowman wanted to know if the instructors would have to score the test and also if there were any constructed response questions on the test. Dr. Varner said that the test would be scored by ETS and that the short version she was considering did not have constructed response; only multiple choice. The committee discussed that in the past Tech had given the Rising Jr. exam and the students had not taken this test seriously, but giving the Proficiency Profile test during a class with their instructor present might make a difference. The instructor could choose to give bonus points for the exam. The committee then discussed when the test would be given. Dr. Varner said that this would not be implemented until the fall of 2015. They then discussed how often to give the test and suggested that it might be good to give it two years in a row and compare to see if it is worth the cost and effort. If it was given every other year, it would be a more random sample. They also discussed whether pre-and post-tests were needed. Dr. Varner said that everything did not have to be decided right now and that things could be changed if needed. She told the committee they could email any questions they had about this to her. Dr. Herrick made a motion to approve the ETS Proficiency Profile, Dr. Bowman seconded. Motion approved.

Ethical Perspective Dr. Swain asked Dr. Herrick for a report on the Ethical Perspectives Criteria. She reported that the sub-committee had used the “Ethical Reasoning Value Rubric” as a guide to develop the new criteria listed on the handout that was distributed before the meeting. Those new criteria are:

1. Students will consider issues through well-established ethical and moral traditions.
2. Students will demonstrate ethical self-awareness.
3. Students will demonstrate an understanding of different ethical perspectives.
4. Students will recognize ethical issues.
5. Students will apply ethical perspectives.
6. Students will evaluate different ethical perspectives.

The committee discussed these criteria and agreed they were things that could be measured and assessed. Dr. Mayo made a motion to replace the current criteria for the Develop Ethical Perspectives goal with these criteria, Dr. Herrick seconded. Motion approved.

The committee decided to table the discussion of the DIT exam until the next meeting.

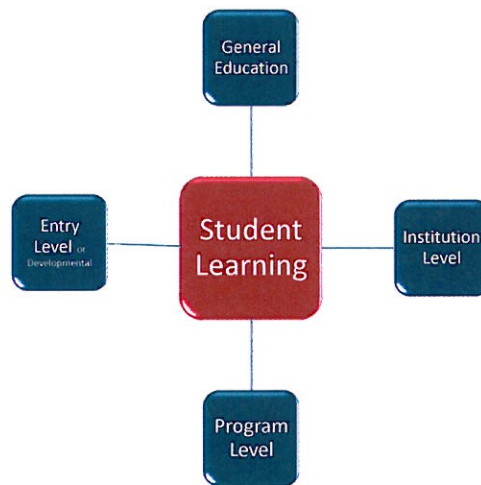
Old/New Business Dr. Herrick and Dr. Mayo will work on the Understand Wellness Concepts goal criteria for the next meeting.

Adjournment The meeting adjourned at 3:07 p.m.

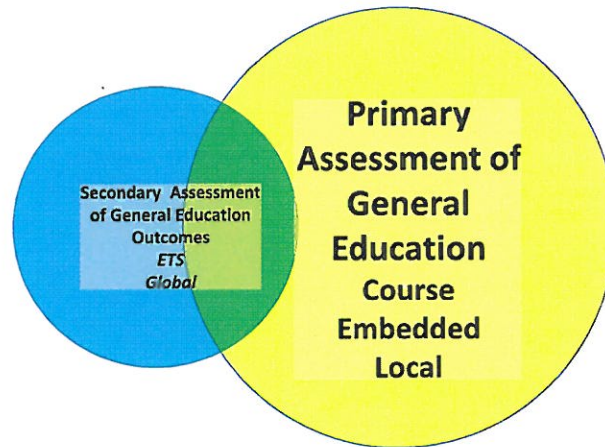
ETS Proficiency Profile

Monica Varner, Ph.D.
Director of Assessment and Institutional Effectiveness

Student Learning Outcomes



Assessing General Education Proficiency



Proficiency Levels: Reading and Critical Thinking

- **Level 1** - Students who are proficient can:
 - recognize factual material explicitly presented in a reading passage
 - understand the meaning of particular words or phrases in the context of a reading passage
- **Level 2** - Students who are proficient can:
 - synthesize material from different sections of a passage
 - recognize valid inferences derived from material in the passage
 - identify accurate summaries of a passage or of significant sections of the passage
 - understand and interpret figurative language
 - discern the main idea, purpose or focus of a passage or a significant portion of the passage

Proficiency Levels: Reading and Critical Thinking

- **Level 3/Critical Thinking** - Students who are proficient can:
 - evaluate competing causal explanations
 - evaluate hypotheses for consistency with known facts
 - determine the relevance of information for evaluating an argument or conclusion
 - determine whether an artistic interpretation is supported by evidence contained in a work
 - recognize the salient features or themes in a work of art
 - evaluate the appropriateness of procedures for investigating a question of causation
 - evaluate data for consistency with known facts, hypotheses or methods
 - recognize flaws and inconsistencies in an argument

Proficiency Levels: Writing Skills

- **Level 1** - Students who are proficient can:
 - recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
 - recognize appropriate transition words
 - recognize incorrect word choice
 - order sentences in a paragraph
 - order elements in an outline
- **Level 2** - Students who are proficient can:
 - incorporate new material into a passage
 - recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
 - combine simple clauses into single, more complex combinations
 - recast existing sentences into new syntactic combinations

Proficiency Levels: Writing Skills

- **Level 3** - Students who are proficient can:
 - discriminate between appropriate and inappropriate use of parallelism
 - discriminate between appropriate and inappropriate use of idiomatic language
 - recognize redundancy
 - discriminate between correct and incorrect constructions
 - recognize the most effective revision of a sentence

Proficiency Levels: Mathematics

- **Level 1** - Students who are proficient can:
 - solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
 - solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
 - solve problems requiring a general understanding of square roots and the squares of numbers
 - solve a simple equation or substitute numbers into an algebraic expression
 - find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information

Proficiency Levels: Mathematics

- **Level 3** - Students who are proficient can:
 - solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
 - solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
 - generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
 - solve problems requiring an understanding of the properties of integers, rational numbers, etc.
 - interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
 - solve problems requiring insight or logical reasoning

Arkansas Tech University

Institutional Effectiveness								
University Mission								
Strategic Planning								
Assurance of Learning			Assurance of Teaching			Assurance of University Service		
University Assessment Portfolio								
Assessment Plans					Assessment Reports			
Local Assessment					Global Assessment			
Academics	Student Services	e-Tech	University Offices	Ozark	Academic	Student Services	eTech	EM
Degree Programs	Programs	Class Climate	Curricular	Offices	ETS Praxis	SSI	PSOL	EWS
General Education	Offices	Course Standards	Co-curricular Services		ETS Proficiency Profile	APS/ Graduate		
Curriculum Proposals					ETS Major Specific	Ozark 2 Year SSI		
Academic Program Reviews					Industry Exams/Ozark			
Class Climate								
Continuous Improvement Reports "Closing the Loop"								
Assessment Information Systems								
TracDat		CPGE		Argos		Class Climate		Security Access

Arkansas Tech University

Institutional Effectiveness				
Phase II				
Continuous Improvement Reports "Closing the Loop"				
Assessment Information Systems				
TracDat	CPGE	Argos	Class Climate	Security Access
Evaluation Process				
Accountability Reporting				
TracDat	CPGE	Argos	Class Climate	Document File
Internal Assessment Peer Review		External Academic Program Review		
Communication				
Internal		Stake Holders		External
Students	Faculty	Parents	Advisory Councils	Accreditation Bodies
	Departments	Community	Industry Partners	State Licensure and Certificate Programs
	Colleges	Community Agencies		ADHE
	Academic Affairs			HLC
	Student Services			
	University Offices			
	Ozark			

Ethical Perspectives

Student Learning Criteria

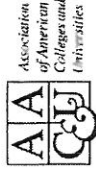
General Education Outcome

Ethical Perspectives:

1. Students will consider issues through well-established ethical and moral traditions.
2. Students will demonstrate ethical self-awareness.
3. Students will demonstrate an understanding of different ethical perspectives.
4. Students will recognize ethical issues.
5. Students will apply ethical perspectives.
6. Students will evaluate different ethical perspectives.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

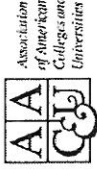
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/ Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/ Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Core Beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- **Ethical Perspectives/ concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- **Complex, multi-layered (gray) context:** The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for students' identification.
- **Cross-relationships among the issues:** Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).