

Arkansas Tech University
Assessment Committee
General Education Sub-Committee
November 28, 2007
Health and Physical Education Conference Room

The Gen Ed Sub-Committee met in the H&PE Conference Room on Tuesday, November 28, 2007; at 1:00 p.m. Members present were Dr. Annette Holeyfield, Dr. Jan Jenkins, Dr. Robin Lasey, Dr. Hanna Norton, Dr. Carey Roberts, and Dr. Brenda Montgomery. Member absent was Dr. David Roach.

Call To Order	Dr. Carey Roberts called the meeting to order at 1:03 pm.
Opening Business	<p>The sub-committee members expressed their belief that dividing up the Assessment Committee was helpful as the sub-committees could be more focused and productive as small groups.</p> <p>Dr. Jenkins volunteered to report on Gen Ed at the upcoming December Assessment Committee meeting.</p>
Goal: Critical Thinking (Dr. Roberts)	<p>Drs. Roberts and Roach met with faculty in the Social Science and Philosophy department to discuss embedded questions for critical thinking. Several professors contributed questions relating to specific parts of critical thinking, which were included in a handout. These were to be embedded in final exams in several courses in Fall 2007.</p> <p>This concluded the creation of preliminary direct measures for the Critical Thinking goal.</p>
Goal: Ethical Perspective (Dr. Montgomery)	<p>Dr. Montgomery sent out an email looking for codes of ethics throughout campus. She received 8-10 responses.</p> <ul style="list-style-type: none"> ➤ The point in collecting codes of ethics was stated that a program with ethical standards should already be collecting data applicable to Gen Ed assessment. <p>Several upper level courses on campus were mentioned as directly relating to ethics. However, it was concluded that if Gen Ed direct assessment were to expand beyond Gen Ed courses to upper level courses, the process would become</p>

	<p>overly complicated.</p> <p>There was a question about the endgame for ethics assessment (what the final model would look like). No decision was achieved on this topic.</p> <p>All sections of specific Gen Ed courses would not cover the same information or bear the same focus; so even if one professor's section of a course (such as Intro to Biology) had a conscious ethical perspective, his or her colleagues may not emphasize ethics in their own sections.</p> <p>Thus indirect measures must form the bulk of the final ethical perspectives assessment model.</p> <ul style="list-style-type: none"> ➤ These indirect measures should not focus on negatives (speeding tickets, cheating, etc.). ➤ There was debate on focus though. Should we measure students' actual morality, look for opportunities the students are provided to develop ethical perspectives, or show how their ethics are developing over time? No conclusion was reached. <p>It was proposed that instead of focusing on assessments first, they should divide the goal into clear sub-categories, then find assessments that matched the latter. The sub-committee came up with three criteria:</p> <ol style="list-style-type: none"> 1) Foster Integrity and Credibility Individually and Institutionally 2) Support Principle-Centered Leadership 3) Develop Ethical Perspectives relating to New Technology and Knowledge
<p>Goal: Humanities (Dr. Jenkins)</p>	<p>After meetings with Dr. Jenkins, Drs. Morris, Caldwell and Mitchell had all either completed or were still working on questions to embed in World Civ, Philosophy, Art and Music Gen Ed courses to assess the Humanities goal.</p> <p>Discussions with the English Dept. were still pending.</p>

<p>Goal: Communication (Dr. Norton)</p>	<p>Written Communication:</p> <ul style="list-style-type: none"> ➤ Assessment will be done through the English Dept.'s computerized composition program. <p>Spoken Communication:</p> <ul style="list-style-type: none"> ➤ Still pending. ➤ A difficulty arose from the necessity that every question produce a "binary result" (answering if the student was correct or not, with no gradation or qualification), which is difficult to achieve in spoken communication assessments. ➤ It was concluded that although the answers reported to the University must be binary, the questions themselves did not have to be. The professor may establish a standard of achievement, then grade pass or fail on a scaled assignment according to a student's meeting the standard. <p>Electronic Communication</p> <ul style="list-style-type: none"> ➤ This was dropped due to a lack of enthusiasm among faculty.
<p>Goal: Wellness/Health (Dr. Holeyfield)</p>	<p>The Recreation and Parks faculty created five open-ended questions to be included in all of their activity courses.</p> <p>The Health and Physical Education/Wellness Science faculty created five multiple choice questions to be added to the final examinations of every Gen Ed course in Physical Education and Wellness Science.</p>

Specific Next Steps or Homework	<p>Dr. Montgomery</p> <ul style="list-style-type: none"> ➤ Look at how accreditation programs define ethics and expect it to be assessed ➤ Schedule meeting with Dr. Roberts to continue work in Spring 2007 semester <p>Dr. Norton</p> <ul style="list-style-type: none"> ➤ Meet with Dr. Boop on assessing Spoken Communication through Career Service's mock interviews ➤ Make further attempts to communicate the importance of achieving a pass-fail product from the speech courses (even if the assessment itself is scaled)
Gen Ed Assessment Implementation	<p>As much as possible, the scores should be tied to individual student's T-Numbers. Batch scores would not be specific enough to provide useful analysis of the existing demographic data.</p> <p>It was raised that demanding scores be connected to T-Numbers at the program's beginning would raise the ire of the faculty by doubling their grading paperwork, thus it would be better to begin the program with collecting batch scores and then integrating individual scores later.</p> <p>The sub-committee concluded that the focus this year should primarily be on batch scores in order to obtain a baseline, leaving individual scoring according to T-Numbers for a later date.</p>
Adjournment	<p>The meeting was adjourned at 2:15 pm.</p>

Dr. Holeyfield's Handout Information

Five questions provided by Recreation and Parks faculty:

1. Define wellness.
2. How do you practice wellness as a college student?
3. How do you plan to practice wellness after graduation?
4. How does this activity class relate to the concept of wellness?
5. Why did you choose this activity class

Five questions provided by Health and Physical Education/ Wellness Science Faculty:

Here's what we propose to assess the General Education Goal of "understanding wellness concepts."

After reviewing course syllabi and tests that we currently use in classes, as well as information from the Healthy People 2010 Report and other initiatives, we decided to formulate very broad questions in three areas: current wellness/fitness status of the population, how to improve wellness status, and the benefits of a healthy lifestyle. These questions would serve as a direct measure, and would be asked in each PE and WS activity class.

1. The three leading causes of death in the United States are
 - a. cancer, diabetes, and cirrhosis
 - b. hypertension, stroke, and heart disease
 - c. heart disease, stroke, and cancer
 - d. diabetes, osteoporosis, and cirrhosis
2. Approximately what percentage of Americans are not regularly physically active?
 - a. 20%
 - b. 30%

c. 60%

d. 80%

3. In designing a personal fitness program, one should consider the F.I.T.T. principle. For what does the acronym, F.I.T.T. stand?

a. flexibility, interest, tension, and tone

b. frequency, intensity, time, and type

c. fatness, isolation, thinness, and technique

d. flexibility, intuition, tightness, and technique

4. According to the Healthy People Report, how many times per week should one engage in moderate-intensity physical activity for at least 30 minutes per day?

a. 2 times per week

b. 3 times per week

c. 5 times per week

d. daily, 7 times per week

5. Which of the following is/are true regarding participating in regular physical activity?

a. Physical activity helps protect against the development of chronic diseases.

b. Physically active people, in general, outlive those who lead sedentary lifestyles.

c. Participation in physical activities enhances self-concept and overall wellness.

d. Participation in physical activities enhances creativity and intellectual functioning.

e. All of the above.

Dr. Norton's Handout Information

Communicate Effectively

1. Written:

- a. Ability to gather thoughts and present them in a cohesive, written manner.
- b. Ability to synthesize information into a collective argument.
- c. Ability to use proper grammar.

2. Spoken:

- a. Ability to verbally present thoughts in a clear, concise manner.
- b. Ability to speak with confidence on subjects of interest.
- c. Ability to use proper grammar in speech.

3. Electronic

- a. Ability to perform basic computer functions to attach computer files.
- b. Ability to construct a well-considered, grammatically correct e-mail.
- c. Ability to perform basic computer functions without assistance.

Direct Measure for Written Communication:

1. Essay or written assignment in ENGL 1013 and/or ENGL 1023

Other ideas:

Indirect Measures for Written Communication:

1. Reading and Writing of Praxis 1
2. Writing of Praxis 2
3. Essays or essay questions in fine art courses (embedded as part of exam).
4. Paper in PHIL addressing ethical or philosophical issue.
5. Synthetic essay in World Lit. or Am. Lit course discussing several literary works.
6. Essay over course content in Social Science course (embedded as part of exam).
7. Resumes submitted and reviewed by the Career Services.
8. Written papers from honors students.

Other ideas:

Indirect Measures for Spoken Communication:

1. Speeches delivered as part of Public Speaking courses.
2. Evaluation of honors presentations (derived from written paper).
3. Exit interviews with graduating seniors (embed standardized question for all participating depts.).
4. Focus groups with selected students (either in selected majors [to be rotated] or for selected courses).

Indirect Measures for Electronic Communication:

1. Questions directed to computer services help desk.
2. Have professors request documents be submitted with attachments and gauge students' success.