

Arkansas Tech University  
Assessment Committee  
General Education Sub-Committee  
October 6, 2008  
Witherspoon 239-B

The Gen Ed Sub-Committee met in the Witherspoon 239-B on Friday, October 6, 2008; at 2 p.m. Members present were Dr. Annette Holeyfield, Dr. Jan Jenkins, Dr. Robin Lasey, Dr. Trey Philpotts, and Dr. David Roach. The only member absent was Dr. Brenda Montgomery. Dr. Carey Roberts attended the first meeting as a guest.

<b>Call To Order</b>	Dr. Robin Lasey called the meeting to order at 2 p.m.
<b>Report on Goals</b>	<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"><li>➤ Speech communication was Dr. Norton's task last year. Dr. Carey Roberts reported that data had been collected for Spring08 and tabulated by Robert Haynes, the Assessment Committee's graduate assistant for Summer08.</li><li>➤ Written Communication was assessed using the ETS Criterion Service. It was suggested that the administration of this service could be extended to more students if the English Department so desired.</li><li>➤ If other options for assessing writing are to be implemented, they should be selected with attention to minimizing subjectivity and covering as broad a sample of English Comp classes as possible.</li></ul> <p><b>Think critically / Develop ethical perspectives</b></p> <ul style="list-style-type: none"><li>➤ Dr. Roach's reported on the essay prompts administered in Business courses<ul style="list-style-type: none"><li>- 200 essays for Spring08 and even more for Fall08</li><li>- Critical thinking essay were taken primarily by Business majors, while the ethics essay were completed by Business, Engineering and some other majors.</li><li>- These prompts were given in courses at all levels, with the Senior and Sophomore courses having a higher percentage of Business majors.</li><li>- The essays were graded by faculty and several graduate assistants with no difference in the scores given after training.</li><li>- RESULT: Clear jumps were observed on the perception of quality writing by graders as writers</li></ul></li></ul>

	<p>moved up the class levels (even though the class level was hidden from the graders).</p> <ul style="list-style-type: none"> <li>- These essays need to be given to a wider cross section, but the problems of source bias damaging validity and the time required to grade essays must be addressed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Although he had collected data for Fall07 from measures in the Gen Ed HIST and POLS courses, Dr. Roach had yet to receive results from Spring08.</li> <li>➤ Turn-it-in.com was discussed for gathering additional information on plagiarism for the Ethics goal, with the members raising as major obstacles that many faculty don't use the site regularly, dishonest students may not plagiarize if they think faculty will use it (for fear of being caught), and the absence of a University policy for reporting plagiarism.</li> </ul> <p><b>Apply scientific and quantitative reasoning</b></p> <ul style="list-style-type: none"> <li>➤ The scientific reasoning quiz data has been collected for Spring08 from sections of all of the Gen Ed science disciplines, with a much larger number of these classes planning to administer the quiz for Fall08.</li> <li>➤ The quantitative reasoning data has been collected for Spring08, but has not been analyzed yet. <ul style="list-style-type: none"> <li>- Administered in College Algebra and College Math with different questions, but linked to similar goals.</li> <li>- A larger number of these courses will be using the embedded questions this semester.</li> </ul> </li> </ul> <p><b>Demonstrate knowledge of the arts and humanities</b></p> <ul style="list-style-type: none"> <li>➤ Fall07 data was collected, but still waiting on Spring08 data to be turned in.</li> </ul> <p><b>Understand wellness concepts</b></p> <ul style="list-style-type: none"> <li>➤ Data was collected for Fall07 and Spring08 from Wellness and PE courses. Weaknesses were addressed by the faculty and scores are expected to be better this semester. Recreation and Parks results were collected by Dr. Roberts, but have not been analyzed yet.</li> <li>➤ In order to maximize the usefulness of the indirect measures being collected for this goal (the health survey, Tech Fit usage, etc.), a higher degree of integration is necessary.</li> </ul>
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<p><b>New Business</b></p>	<p>Last year, the sub-committee identified specific places in the curriculum in which measures could be embedded to assess Gen Ed. This year, the sub-committee will expand the application of last year's measures, find other direct and indirect measures to support those measures, and address weaknesses in the measures themselves.</p> <p><b>Task 1</b>  For the next meeting, the sub-committee divided up a list of exams to check for applicable Gen Ed information:  Dr. Roach – Business MFAT  Dr. Jenkins – Social Science MFAT  Dr. Lasey – Biology MFAT  Dr. Lasey – NCLEX/TEAS (Nursing)  Dr. Philpotts – Praxis I  Dr. Roberts – Engineering MFAT  Dr. Roberts – Praxis II</p> <p><b>Task 2</b>  Everyone will brainstorm for other places where Gen Ed information could be collected.</p> <p>Concerns:</p> <ul style="list-style-type: none"> <li>➤ The Gen Ed Committee may wish to scrap this developing system for Gen Ed assessment.</li> <li>➤ Dr. Roberts warned the subcommittee that it was important that everything collected was pertinent, as gathering too much extraneous information will make it impossible to have time for analysis.</li> <li>➤ The authority behind changes to the Gen Ed curriculum should be the Vice President of Academic Affairs, if any change is to be expected at all.</li> <li>➤ There are no common objectives across Gen Ed courses at ATU, making course-embedded questions difficult to design and systemic change near impossible to effect.</li> </ul>
<p><b>Adjournment</b></p>	<p>The meeting was adjourned at 3:15 p.m.</p>