

GEA TASK FORCE  
NOTES  
March 11, 2008

1. Tessie Bond thanked Lynne Crosby for writing and distributing the script the group leaders would be sending to the ombudspeople assigned to help with each of their rubrics. Bond also thanked Charles Smires for helping identify the faculty who would serve as ombudspeople and who would help the group leaders with finalizing the assigned rubric draft. Additionally, Bond thanked Julie Giuliani for setting up the learning communities in Blackboard; Jennifer Stoetzer for organizing and creating the e-mail list of the February faculty meeting attendees by the appropriate group; and Karen Stearns for updating all of the rubrics.

2. MAPP Report

Lynne Crosby gave a brief report on the faculty comments survey that she asked the faculty who volunteered to administer the MAPP test to complete. Tessie bond asked Crosby to send her an electronic copy so that she could forward the results to the task force members. Crosby will send the electronic copy.

Crosby also discussed the task force's web page and asked if there were other types of information that she needed to include. Lourdes Norman asked that Crosby include the instructions on how to participate in the rubrics completion process so that those who participated in the rubrics faculty meeting can join the rubrics learning communities.

3. Feb. 29 Meeting

Bond gave a brief report on the February 29 meeting feedback and the group distribution lists. Bond reported that both documents had been sent to the task force electronically.

4. Definitions

Bond distributed a draft of the information literacy and critical thinking definitions. Bond clarified that the task force had defined the communication skills definition and explained that if the task force were able to adopt information literacy and a critical thinking definitions, the process of developing an FCCJ assessment program would be that much further ahead. Norman agreed to research scientific and quantitative reasoning definitions and Crosby and Giuliani agreed to research global sociocultural responsibility definitions.

5. March 27 Faculty Meeting Planning

The task force began to plan for the March 27 college wide faculty meeting. The plan, as it tentatively stands right now, is to

- a. Have an introductory assembly where the purpose of the meeting would be established and the instructions would be stated.
- b. Attendees would not be assigned to groups but rather they would choose which one of the four groups in which to participate: Group 1 – E-Portfolio Assessment; Group 2 – Curriculum Embedded Assessment; Group 3 – Capstone Course; or Group 4 – Pre/Post Testing and Standardized Assessment.
- c. The group leaders would lead/facilitate the discussion after directing the participants' attention to several documents: the models' summary handout and a copy of the four

rubrics develop for the communication skills learning outcome. The leaders would clarify any questions related to the model they are facilitating and then instruct the participants to 1) look at the rubrics handouts, 2) come up with a strong defense as to why the model in which they have chosen to participate is the better model to assess each one of the rubrics, 3) the weaknesses of the other three models, and 4) if they decided to choose a complementary model, which other model would they choose.

The group leaders would explain that one from among the group will present the group's recommendations as its champion and it will be his or her job to convince the other group participants that the model they have chosen, with or without a complementary model, is the better model to be adopted.

- d. After the work in the groups is completed, the participants reassemble as a large group. Each of the four champions presents his/her group's recommendation(s) and advocates for the chosen model(s).
- e. The champions answer questions. The leaders instruct the participants to do the process one more time except they have to choose a group other than the one in which they first participated. The process is repeated.
- f. The participants reassemble as large groups and the new champions present and advocate for their recommendation(s).

THE TASK FORCE DECIDED TO STOP HERE AND THINK THE DETAILS THROUGH. THE TASK FORCE WILL FINISH THE MARCH 27<sup>TH</sup> PLAN AT THE NEXT TASK FORCE MEETING SCHEDULED FOR MARCH 18 AT 2 P.M. AT MCCS ROOM 443.

6. Bond suggested that the task force members focus on the following priorities for the next task force meeting: 1) come prepared with ideas and details on how to finalize the March 27 plan, and 2) ready to discuss the definitions of information literacy and critical thinking skills. Bond stated that if the members who had volunteered to research scientific and quantitative reasoning and global sociocultural responsibility definitions had time to gather information on those two outcomes, to please bring them to the next meeting.
7. Bond distributed a draft of the General Education Assessment Action Plan for 2009 and stated that at some point the goals and expected outcomes would need to be incorporated. Bond also stated that at some point the task force needed to discuss the timeline for assessing the communications skills student learning outcome pilot, and the timeline for developing the process and procedures to be followed in 2009 to address the four remaining learning outcomes and to finalize the FCCJ Student Learning Outcomes Assessment Program. Bond distributed a "To Do List."
8. Crosby asked that a notice go out to faculty and administrators reminding them to save the March 27<sup>th</sup> date. Bond stated that it would go out the next day.