

**65th Session of the North Carolina State University  
Faculty Senate  
Academic Policy Committee (APC)  
Meeting Minutes  
November 27, 2018**

**Present:** RaJade Berry-James (co-chair), Richard Kotek (co-chair), Natalie Cooke, Beth Wright Fath, Jeremiah Feducia, Kerry Havner, Robert Hayes, Doug Pearce

**Absent:** Deniz Eseryel, Helmut Hergeth, Min Liu,

**Guest:** Samantha Rich, Casie Fedukovic, Justin Post, Stephany Dunston, Javarro Russell (ETS, joined electronically)

**Summary of Discussion:** The Academic Policy Committee received a request from Samantha Rich in the Division of Academic and Student Affairs (DASA) Office of Assessment to present findings from the General Education Competency assessment data. DASA Office of Assessment administered written communication and quantitative literacy assessments to seniors in spring 2018 and first-year students in fall 2018.

Our guests shared a draft report of the findings used to evaluate and discuss student learning (see filename "Final-SenateHandout-Nov2018"). Guests discussed key findings on quantitative literacy proficiency and written communication, citing minimal differences found in "First Year" and "Senior" mean scores specifically on content subskill areas and rubric dimension, respectively.

A & P Committee members asked a series of questions about the assessment data, specifically the assessment tool and method used for collecting the data. In addition, members of the committee questioned how the analysis data are used to evaluate proficiency levels in subskill areas and along rubric dimensions. Members of the committee also questioned the assessment approach, citing specifically the "comparison group" study design limitations which often produce erroneous results. In both Quantitative Literacy and Written Communication, differences in proficiency levels and rubric dimensions were difficult to assess because "First Years" is being compared to "Seniors" - an unmatched comparison group.

Committee members requested to see additional assessment outcomes by colleges, a copy of the *HEIghten Quantitative Literacy Assessment* from Educational Testing Services and comparative data from other universities. In addition to the data requested above, committee members would like to know the *next steps* for the assessment group. Specific questions about assessment plans and study designs include: (1) Will the Office of Assessment continue to collect data in this manner to identify trends over time; (2) Will the Office of Assessment modify the manner in which they assess GenEd competencies; or (3) Will the Office of Assessment consider assessing the GenEd program as opposed to the GenEd competencies.

Respectfully submitted,

Jade Berry-James, PhD  
Academic & Policy Committee (co-chair)  
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