

AAG Meeting 4/12/23

Attendees: Mark Nicholas, Lori Lavigne, Mary Grasseti, Karen Druffle, Hae Won Ju, Luce Aubry, Larry McKenna, Patricia Lynne, and Hope Singas

Time: 12:30PM – 1:30PM

Location: Zoom

Update on OIA staffing

- Nicholas began the meeting by providing some updates on the Office of Institutional Assessment. Nicholas introduced new Administrative Assistant, Hope Singas, to the AAG members.

Update on NECHE report/progress

- Nicolas provided updates on the NECHE report. He shared that we are currently in the process of writing the report. There is a focus on antiracism and DEI efforts taken by the university. We are highlighting this as a strength. The report will provide disaggregated data looking at elements like race and gender as well as various intersectionalities.
- Nicholas shared that on Tuesday, April 11th, Dr. Jeffrey Coleman, FSU Vice President for Diversity, Inclusion and Community Engagement, spoke to NECHE Steering Committee Members about antiracism and DEI efforts. Coleman demonstrated how antiracism work was threaded through all nine NECHE accreditation standards.
- Nicholas explained to AAG Members that there are three core themes that have emerged as part of the NECHE report writing process.
 - The first is antiracism and DEI work. Coleman’s presentation highlighted this especially. It is evident that antiracism and DEI efforts are embedded in the fibers of our University and particularly in our processes and procedures. We can both highlight strengths and areas of improvement in this area.
 - The second is enrollment. There has been a 40% drop. We will need to be able to explain to NECHE what we are doing with that drop and how we can offset this trend. Nicholas offered that we need to either show increased enrollment or demonstrate how we are stemming the tide.
 - The third theme is our “responsiveness to student needs.” Data shows that student satisfaction stayed “rock-solid” through the pandemic. Nicholas states that “[students] lean into the quality of our faculty.” This appreciation is something we will highlight in our report. However, Nicholas continued that “we want to show that we didn’t manufacture that response to the pandemic, we did it before and will maintain it post pandemic as well.”
- Nicholas noted that the self-study has revealed areas of improvement for the University, such as strategic planning and how our governance structures speak to each other. The questions we are looking to answer in our report are: Who is our student? Who is our faculty? Who is our academic support staff? What is our identity as FSU? Who are we rather than what are we?
- Nicholas shared that the NECHE team will be on campus April 7-10th, 2024. AAG will meet with the NECHE team.

Update on Standard 8 Educational Effectiveness and report on assessment of student learning (critical thinking cross-sectional study):

- Larry McKenna then presented on the assessment of student learning (critical thinking cross-sectional study) with is large portion of Standard 8: Educational Effectiveness.
- McKenna explained that he looked at 200 artifacts. Half were from students who had completed 25% or less of their FSU education (first years) and 75% were from students who had completed 75% or more of t heir FSU education (seniors).
 - Out of the 200 artifacts (equally split) we could see that senior year students are 2.6 times more likely to meet or exceed critical thinking expectations. However, only 5% of first year students and 12% of senior year students are performing at a proficient level or high (a 3 or above up to a 4).
 - Consequently, McKenna stated that with very high confidence, we could conclude that an FSU education on average does improve a student's critical thinking abilities.
- McKenna showed AAG members the General Education Rubric OBJECTIVE: Solve problems using critical thinking.
- McKenna showed members a variety of charts that demonstrate how student learning (and the growth of critical thinking skills/communication) differed between first year (25% or less) and senior year (75% or more). McKenna then provided charts that demonstrated how that growth coincided with a variety of intersectionalities including race, gender, first-generation college goer, and Pell-Grant eligibility.
- McKenna concluded that the evidence demonstrates that an FSU education not only builds critical thinking skills but also equity.

Discussion:

- AAG members responded to McKenna's report.
- Nicholas reminded the group that it is important to contextualize that the General Education rubric is written for an entire country.
- Patricia Lynne added that there is going to be a review of the General Education program. She noted that if we are saying that Gen Ed handles critical thinking in every course, but only 12% of seniors are scoring 3 +, then we need to think about how to improve that. She wondered if maybe we are not pushing students enough to develop those skills. Lynne concluded that this is not just a general education issue but a University issue.
- Luce Aubry asked to confirm that we have a variety within the 200 artifacts that were reviewed.
 - Nicholas confirmed that there was variety among the artifacts. Nicholas then explained how assignments and prompts were collected.
- Nicholas concluded that while we might not have perfect results, we can get it to a close approximation. McKenna's report shows us this.

The meeting concluded at 12:32 pm.