

LAC GEN ED RUBRIC DEVELOPMENT

Summer 2017

Presented on behalf of the LAC and summer taskforce by

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Joseph van Gaalen, Ph.D., *Director of Assessment and Effectiveness*



Background

- During AY 2014-2015, the College initiated a revised assessment of the General Education Program.
- Association of American Colleges and Universities (AAC&U) Value Rubrics were used to score voluntarily submitted artifacts.
- Throughout these processes, qualitative feedback on the functionality/efficacy of these rubrics was obtained.



The Task Force

Professor Marty Ambrose

Professor Jane Charles

Dr. Eileen DeLuca

Dr. Rebecca Harris

Professor Margaret Kruger

Professor Jennifer Patterson

Dr. Caroline Seefchak

Dr. Amy Trogan

Dr. Joseph van Gaalen



The General Education Competencies

Communicate clearly in a variety of modes and media

Research and examine academic and non-academic information, resources, and evidence

Evaluate and utilize mathematical principles, technology, scientific and quantitative data

Analyze and create individual and collaborative works of art, literature, and performance

Think critically about questions to yield meaning and value

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge

Visualize and engage the world from different historical, social, religious, and cultural approaches

Engage meanings of active citizenship in one's community, nation, and the world



Measuring General Education Competencies

The task force, this summer, created Florida SouthWestern State College's rubrics for the Gen Ed competencies of:

Communicate (written)

Communicate (oral)

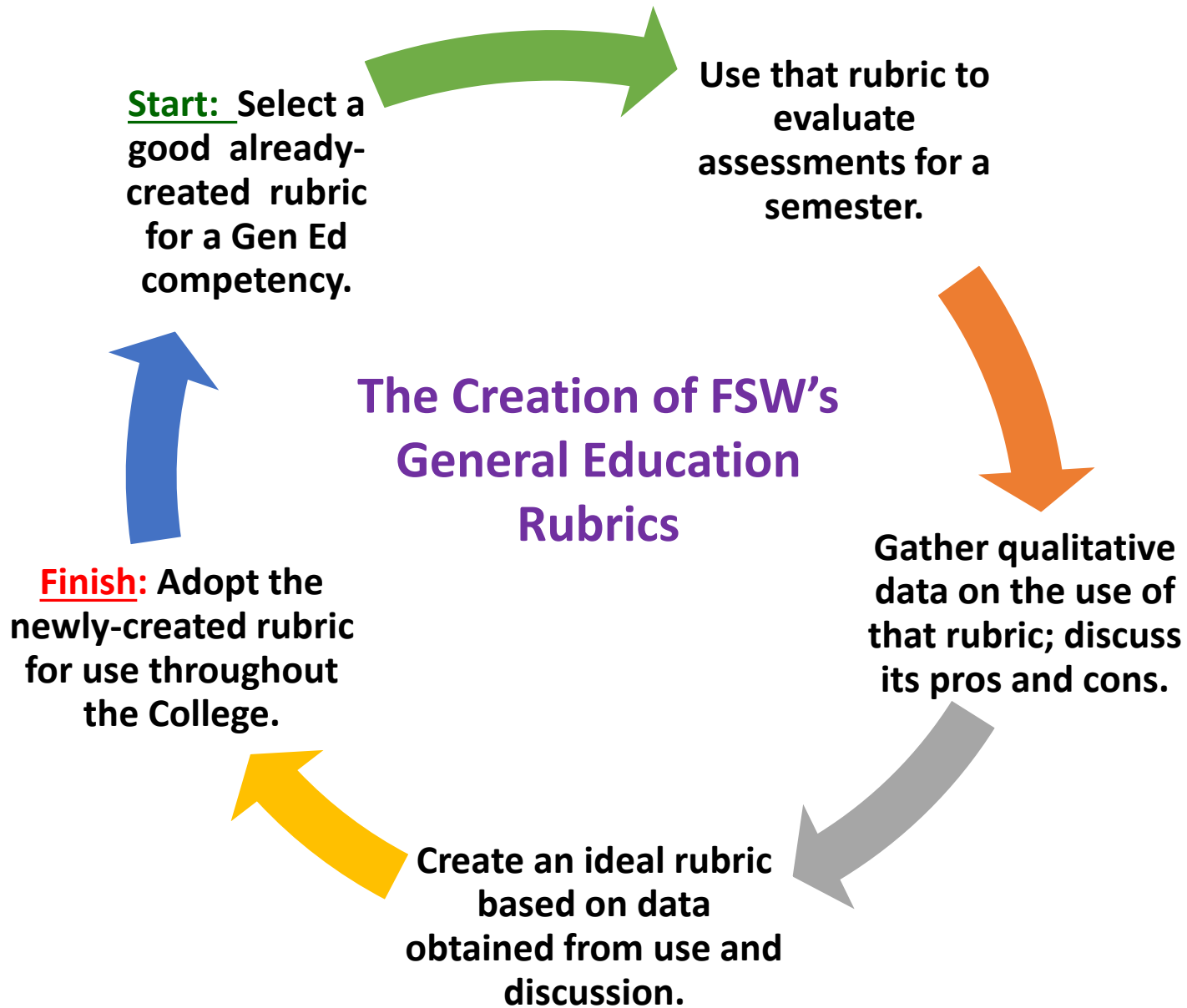
Evaluate

Think

And selected rubrics to use for evaluation purposes for the competencies of:

Research

Investigate





Measuring General Education Competencies

The task force, this summer, created Florida SouthWestern State College's rubrics for the Gen Ed competencies of:

Communicate (written)

Communicate (oral)

Evaluate

Think

Purpose

- Frame language such that the rubric is as inclusive as possible to any and all written communication assignments.
- Provide descriptors detailed enough to score an artifact but yet remain in general terms as much as possible to allow for application to a wide variety of assignments. In order to increase clarity, action verbs were utilized in each achievement level description.
- Emphasize dimensions as being mutually exclusive, such that users can elect to omit any dimension not required of a given assignment.

Framework

- Achievement levels (4-3-2-1), with a 0 if no achievement is met.
- Dimensions differ by rubric.
- Defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage.
- Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1)

Qualitative Data

- Rubric dimensions
- Achievement levels
- Appropriateness of the rubrics in relation to the submitted artifacts.



The Process

- Task force members agreed to meet for four four-hour sessions.
- Using the TLC facility and equipment, Dr. van Gaalen set up four screens, each showing a dimension for the rubric on which the team worked.
- It was a “Theater-in-the-Round,” in reverse, an interactive display on which members could write and annotate.

The Method: Selection of Rubrics



Source: Triality Group

DIMENSIONS	CAPSTONE	BENCHMARK	NOTES
Access	Uses sources that are available from the library (physically or online). Explores the search mechanics of information resources (advanced search options, limit, controlled vocabulary)	Does not show evidence of library use (physically or online). Selects sources that suggest the use of elementary search strategies	HOW would we know what the process is if we only have the product?
Understand	Understands the difference between primary, secondary, and tertiary sources and uses each appropriately. Uses a variety of sources - primary, secondary, tertiary sources.	Classifies primary, secondary, and tertiary sources. Uses minimal variety of sources and no experts.	How did you know that? How did you know that? How did you know that?
Evaluate	Includes only credible and authoritative sources. Uses only sources relevant to topic. Recognizes and deals with bias appropriately.	Does not incorporate credible or authoritative sources. Uses sources not relevant to topic. Fails to recognize bias.	Does not incorporate credible or authoritative sources. Uses sources not relevant to topic. Fails to recognize bias.
Use ethically	Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property. There are no noticeable mistakes. Bibliography and in-text citations are consistent with each other and in proper formatting for the subject area. Effectively paraphrases or summarizes ideas/information from the cited source materials using original language.	Fails to properly identify sources of information and ideas according to the standards of ethical use of intellectual property. Does not include a functional bibliography and/or in-text citations. Uses source material to mislead, quote without adequate paraphrasing.	Does not develop insight, or does not include a range of sources and demonstrate bias in no

Source:

DIMENSIONS	CAPSTONE
Access	...
Understand	...
Evaluate	...
Use ethically	...

Handwritten notes:
 - How did you know that?
 - How did you know that?
 - How did you know that?
 - How did you know that?
 - How did you know that?



Create
 Could walk
 For paper
 or
 Project

Develops meaning in
 of sources and perspectives. Demonstrates a sophisticated level of creative, critical synthesis. Accurately synthesizes opposing positions on the topic.

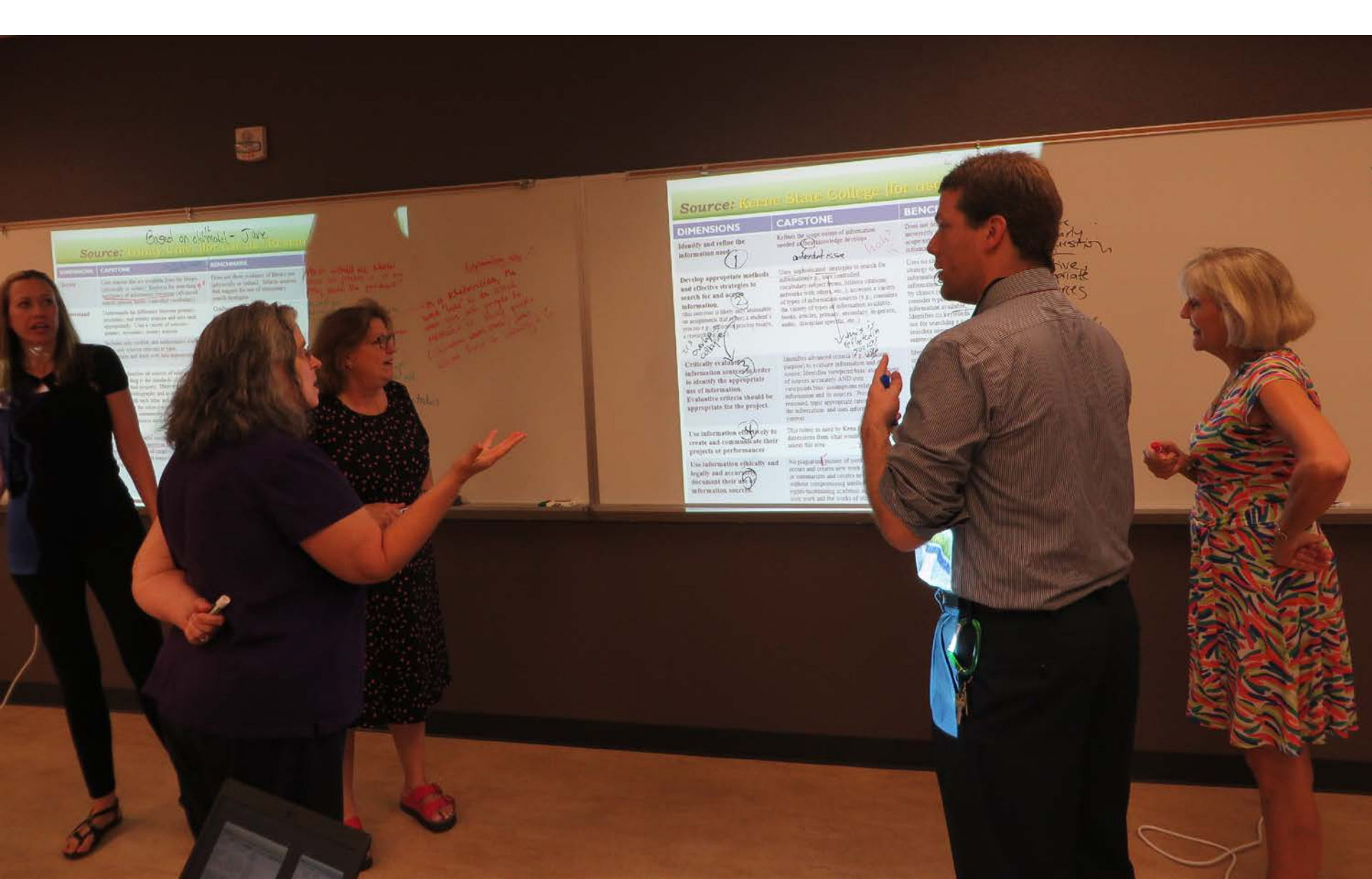
Handwritten notes:
 - Develops meaning in
 - of sources and perspectives. Demonstrates a sophisticated level of creative, critical synthesis. Accurately synthesizes opposing positions on the topic.



Source: AAC&U (for use as "Research" rubric)

DIMENSIONS	CAPSTONE	BENCHMARK	NOTES
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines <u>key concepts</u> . Types of information (sources) selected directly relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	
Access the Needed Information	Accesses information using effective, well designed search strategies and <u>most appropriate information sources</u> .	Accesses information randomly, retrieves information that lacks relevance and quality.	*Peer-reviewed, scholarly databases (to access)
Evaluate Information & its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after <u>considering the importance</u> (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	*important point - needs more specific language pertaining to evaluation
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with <u>clarity and depth</u> .	Communicates information from sources. The information is fragmented and or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased). The intended purpose is not achieved.	
Access and Use Information Ethically & Legally	Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true in original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and or proprietary information.	Students use correctly <u>one</u> of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true in original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and or proprietary information.	





Case on demand - June
Source: Kean State College for use

DIMENSIONS	CAPSTONE	BENCHMARK
Identify and refine the information need	Knows the scope, nature of information needed and knowledge developed	Does not only accurately acquire information
Develop appropriate methods and effective strategies to search for and access information	Uses sophisticated strategies to track the information e.g. user controlled navigation, subject brows, subject clusters, networks with others, etc. 2. accesses a variety of types of information sources (e.g. consulting the value of open of information to utilize books, articles, primary, secondary, in print, electronic, alternative specific, etc.)	Does not use strategy to information
Critically evaluate information sources in order to identify the appropriate use of information. Effective criteria should be appropriate for the project	Identifies advanced criteria of e.g. relevance, quality, timeliness, accuracy, AND uses appropriate bias assumptions that information and its sources. (Peer reviewed, type appropriate to the information and open access content)	Identifies criteria to evaluate information
Use information ethically to create and communicate their projects or performances	The rules to need by Kean State College to ensure that users are aware of this area	Does not use information ethically
Use information ethically and legally and accurately document their use of information sources	No payment (most of the time) and creates are more in common and creates the appropriate compensating activities (e.g. business, academic, etc.)	Does not use information ethically and legally

Handwritten notes:
 Information is...
 with a...
 will...
 will...
 will...

Source: Kean State College for use

DIMENSIONS	CAPSTONE	BENCHMARK
Identify and refine the information need	Knows the scope, nature of information needed and knowledge developed	Does not only accurately acquire information
Develop appropriate methods and effective strategies to search for and access information	Uses sophisticated strategies to track the information e.g. user controlled navigation, subject brows, subject clusters, networks with others, etc. 2. accesses a variety of types of information sources (e.g. consulting the value of open of information to utilize books, articles, primary, secondary, in print, electronic, alternative specific, etc.)	Does not use strategy to information
Critically evaluate information sources in order to identify the appropriate use of information. Effective criteria should be appropriate for the project	Identifies advanced criteria of e.g. relevance, quality, timeliness, accuracy, AND uses appropriate bias assumptions that information and its sources. (Peer reviewed, type appropriate to the information and open access content)	Identifies criteria to evaluate information
Use information ethically to create and communicate their projects or performances	The rules to need by Kean State College to ensure that users are aware of this area	Does not use information ethically
Use information ethically and legally and accurately document their use of information sources	No payment (most of the time) and creates are more in common and creates the appropriate compensating activities (e.g. business, academic, etc.)	Does not use information ethically and legally

Handwritten notes:
 many...
 have...
 appropriate...
 criteria

The Process: Create "C," "E," and "T" Rubrics

Based on old IL model - Janne

Source: Keene State College (for use as "Research" rubric)

DIMENSIONS	CAPSTONE	BENCHMARK	NOTES
Identify and refine the information need (1)	Refines the scope/extent of information needed (1) <i>antecedent issue</i>	Does not define or incorrectly defines the scope/extent of information needed	(1) Identify & define appropriate scholarly research topic/question
Develop appropriate methods and effective strategies to search for and access information. (2)	Uses sophisticated strategies to search for information (e.g., uses controlled vocabulary/subject terms, follows citations, networks with others, etc.); accesses a variety of types of information sources (e.g., considers the variety of types of information available, books, articles, primary, secondary, in-person, audio, discipline specific, etc.)	Uses no clearly defined strategy to search for information; accesses information randomly by chance (e.g., does not consider types of information available)	(2) Use authoritative, relevant, & appropriate information sources
Critically evaluate information sources in order to identify the appropriate use of information. Evaluative criteria should be appropriate for the project. (3)	Identifies advanced criteria (e.g., authority, purpose) to evaluate information and its source; identifies viewpoints/bias/assumptions of sources accurately AND own viewpoint/bias/assumptions related to the information and its sources. Provides a reasoned, topic appropriate rationale for using the information and uses information in context	Identifies no evaluative criteria; Uses information wholesale	(3) Interpret, synthesize, & incorporate information from its sources (critically thinking use/apply/communicate)
Use information effectively to create and communicate their projects or performances (4)	This rubric as used by Keene State College calls for inputting particular dimensions from what would be FSW's "Communicate" or "Think" rubrics to assess this area		(4) Connect research topic/question to a larger scholarly conversation i.e. community of scholarship (1 goal here -> transdisciplinary or cross-disciplinary application)
Use information ethically and legally and accurately document their use of information sources. (5)	No plagiarism/misuse of works of others occurs and creates new work (e.g., synthesizes or summarizes and creates new knowledge) without compromising intellectual property rights/maintaining academic integrity in their own work and the works of others	Consistent incidents of unintentional plagiarism; misuse of works of others showing little understanding of academic integrity and intellectual property rights	(5) Follow information property rules & citation standards

Tricky to measure

Difficult to measure unless an outline or other "draft" is submitted

Question: Could someone submit say assignments to show process?

together as one assessed product

Seems specific to a particular type of assignment

Calls for an annotated bibliography or other "draft" reflective work

John's is reflected in sources used

loaded with Trinity!

Overall I think this is the best wording across discipline.

Based on old IL model - Jane

Source: AAC&U (for use as "Research" rubric)

A lot of the language applies to both papers and projects

DIMENSIONS	CAPSTONE	BENCHMARK	NOTES
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively <u>determines key concepts</u> . Types of information (sources) selected directly relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	I like this better than St. John's first dimension.
Access the Needed Information	Accesses information using effective, well designed search strategies and <u>most appropriate information sources</u> .	Accesses information randomly, retrieves information that lacks relevance and quality. measurable? Access = Engages or uses?	*Peer-reviewed, scholarly databases (is needed)
Evaluate Information & its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after <u>*considering the importance</u> (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	*important point - needs more specific language pertaining to <u>evaluation</u>
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with <u>clarity and depth</u> .	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Written or verbal communication
Access and Use Information Ethically & Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary	Capstone is exceptionally clear and broad enough to cover multiple disciplines

Source: St. John's Univ. (for use as "Research" rubric)

Based on old IL model - Jane

DIMENSIONS	CAPSTONE	BENCHMARK O?	NOTES
Design research objective	Designs original, concise and focused research objective appropriate to assignment. <i>question</i>	Fails to develop research objective.	These may sometimes be dictated by assignment, so do we want to measure this?
Access information	Locates reliable (discipline-specific)? information from a variety of sources.	Unsuccessful at locating information on the topic.	May depend on assignment guidelines.
Evaluate information & sources critically	Analyzes quality (discipline-specific) information from various sources to assess accuracy, authority and timeliness	Shows no evidence of source evaluation.	What is timeliness standard per discipline? I feel like this is difficult to measure from the product.
Identify & integrate primary sources <i>topic</i>	Relates primary ^{+ secondary} source material to historical context and articulates an in-depth analysis of its relevance to topic.	Does not include <u>primary source</u> material. <i>or secondary</i>	Are primary sources always necessary? In/As, primary is preferred.
Develop research plan	Develops a high quality research plan that integrates scholarly discipline specific resources.	Unable to develop a research plan.	Is plan expressed in the product? Or like #1 it, applies only to certain assignments?
Integrate information to accomplish the planned objective	Successfully integrates compiled information, demonstrating a sophisticated use of citation, into a <u>high quality</u> , original product to effectively <u>accomplish</u> the planned objective.	Unable to integrate information and use citations.	"accurate and appropriate" use of citations. I am ok with capstone language but like Trinity's better for this dimension.
Use information ethically & legally	Follows laws, regulations, and institutional policies regarding access to and use of information resources and demonstrates an <u>understanding</u> of plagiarism. <i>avoids?</i>	Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources and shows evidence of willful plagiarism.	"based on departmental policies"

Based on old model - Jane

Source: Trinity Univ. (for use as "Research" rubric)

DIMENSIONS	CAPSTONE	BENCHMARK	NOTES
Access	Uses sources that are available from the library (physically or online). <u>Explores the searching mechanics of information resources</u> (advanced search options, limits, controlled vocabulary).	Does not show evidence of library use (physically or online). Selects sources that suggest the use of elementary search strategies.	How would we know what the process is, if we only have the product?
Understand	Understands the difference between primary, secondary, and tertiary sources and uses each appropriately. Uses a variety of sources—primary, secondary, tertiary sources.	Confuses primary, secondary, and tertiary sources. Uses minimal variety of sources and no experts.	How would you identify that? The assignment would determine the level of evidence required.
Evaluate	Includes only credible and authoritative sources. Uses only sources relevant to topic. Recognizes and deals with bias appropriately.	Does not incorporate credible or authoritative sources. Uses sources not relevant to topic. Fails to recognize bias.	credible? metric. Bias? metric. Mischaracterizes information or evidence to produce a specific result.
Use ethically	Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property. There are no noncapital mistakes. Bibliography and in-text citations are consistent with each other and in proper formatting for the subject area. Effectively paraphrases or summarizes ideas/information from the cited source materials using original language.	Fails to properly identify sources of information and ideas according to the standards of ethical use of intellectual property. Does not include a functional bibliography and/or in-text citations. Uses source material as indirect quote without adequate paraphrasing.	Like capstone language w/ one sentence crossed out. I can't 1. What kinds of mistakes
Create	Develops meaningful insights based upon variety of sources and perspectives. Demonstrates <u>sophisticated level of creative, critical synthesis</u> . Accurately represents major/leading positions on the topic.	Does not develop insight, or does not include a range of sources and perspectives. Demonstrates little or no synthesis of arguments/ideas; unable to integrate sources with each other or with one's own argument. Misrepresents other positions on the topic, or fails to identify or acknowledge other views.	Like capstone language

is this measurable

grammar

could walk for paper or project

Explanatory note
as a Rhetorician, the word "bias" is an issue. When you ask people to measure it. Most people (including smart ones) don't know how to identify it.

Revisions of "C," "E," and "T" Rubrics

Dimension: ⁴ Context and Purpose of Writing ³ ² ¹ *Rhetorical literacy*

Capstone - 4

Demonstrates a thorough understanding of context,

Transformation | *Syntactic or apposition* | *understanding + comprehension* | *not understanding or comprehension.*

Critically integrates tests purpose, audience, + context to ~~construct a response/or perspective/or argument~~ that audience, and purpose that is responsive to the assigned fulfill the objectives of the assignment.

task(s) and focuses all elements of the work.

Feedback:

- ▶ I think the language is unnecessarily complex. A bulleted list would be less grammatically correct, but would produce a more clear and concise result.
- ▶ Using more precise language to meet the requirements of the assignments and the writing levels of our students would make it easier to score.

Dimension: Context and Purpose of Writing

Milestone – 3

Demonstrates adequate ~~consideration~~ of context, audience,

adequately ^{integrates} uses purpose,

~~and purpose and a clear focus on the assigned task(s) (e.g.,~~

audience, and context to

~~the task aligns with audience, purpose, and context).~~

fulfill the objectives of the assignment.

Feedback

- ▶ I think the language is unnecessarily complex. A bulleted list would be less grammatically correct, but would produce a more clear and concise result.
- ▶ Using more precise language to meet the requirements of the assignments and the writing levels of our students would make it easier to score.

Dimension: Context and Purpose of Writing

Milestone – 2

Demonstrates awareness of context, audience, purpose, and

“limited understanding”
{see 4 & 3 for wording}

to the assigned tasks(s) (e.g., begins to show awareness

fill the
objs. of assignment

of audience's perceptions and assumptions).

Feedback

- ▶ I think the language is unnecessarily complex. A bulleted list would be less grammatically correct, but would produce a more clear and concise result.
- ▶ Using more precise language to meet the requirements of the assignments and the writing levels of our students would make it easier to score.
- ▶ “Benchmark”, which seems to suggest “D-level” (not passing) work, is perhaps too much like “Milestones (Level 2)”, which seems to suggest “C-level (passing) work. The difference between acceptable (passing) and substandard (failing) work needs to be clearer.

Dimension: Context and Purpose of Writing

Benchmark – 1 "minimal to no"

Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

[see 4 and 3 wording]

fulfill the assignment
obj.s of

Feedback

- > I think the language is unnecessarily complex. A bulleted list would be less grammatically correct, but would produce a more clear and concise result.
- > Using more precise language to meet the requirements of assignments and the writing levels of our students would make it easier to score.
- > "Benchmark", which seems to suggest "D-level" (not passing) work, is perhaps too much like "Milestones (Level 2)", which seems to suggest "C-level (passing) work". The difference between acceptable (passing) and substandard (failing) work needs to be clearer.



New Rubrics: Easily Accessible

Simply visit the FSW Web site, and go to the Assessment page. There, you will be met with many excellent resources.

- <https://www.fsw.edu/facultystaff/assessment/genedcompetencies>

Gen Ed Assessment for AY 2017-2018

Assessments in the following two General Education Competencies will be examined this academic year:

Research and examine academic and non-academic information, resources, and evidence.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

RESEARCH

School of Arts, Humanities & Social Sci:

ENC 1101, LIS 2004

School of Business & Tech:

CGS 1000, CIS 2321, CJC 1000, CJE 2600, DSC 1006, DSC 3034, ENT 3003, ENT 3172, ENT 4004, ETD 1320, ETD 1530, HFT 1000, HFT 2600, MAN 3641, MAN 4402, MAN 4701, MAN 4723, MAR 3231, MNA 3037, MNA 3039, PAD 3204, PAD 4426, PAD 4878, PLA 1103, PLA 2114, PLA 2610, SBM 2000, SUR 2140C, TAX 2000, TAX 2010, TAX 2401, TRA 1430

School of Education:

EDE 4220, EDE 4304C, EDF 2005, EDG 3410

School of Health Professions:

CVT 2920, DEH 2300, DEH 2400, FFP 1510, FFP 1540, FFP 1824, FFP 2301, FFP 2706, FFP 2770, HSA 3113, HSA 4184, NUR 4165, RET 2930, RET 4034, RET 4050, RET 4715

School of Pure & Applied Sci:

BSC 1086C, MAC 2313

INVESTIGATE

School of Arts, Humanities & Social Sci:

ENC 1102 (Essay), ENC 1102 (Tech), REL 2300

School of Business & Tech: BCT 1760, CJE 1300, CJE 2602, COP 2823, COP 2830, CTS 2321, CTS 2334, DSC 1006, DSC 2590, GIS 1040, MAN 2021, MAN 3120, PAD 4034, PLA 2600, PLA 2930, PLA 2942, TRA 2010

School of Education:

ESE 4323

School of Health Professions:

CVT 1200, CVT 2420C, CVT 2620C, FFP 2780, HSC 4933, NUR 3125, NUR 3145, RET 1007, RET 2234C, RET 2254C, RET 2264C, RET 2714, RET 4445

School of Pure & Applied Sci: BSC 1011, MTG 2206

Keep up to date
by reading the
LAC's newly-
designed online
newsletter,

DataVersed

Coming soon!



Assessment brings health, happiness

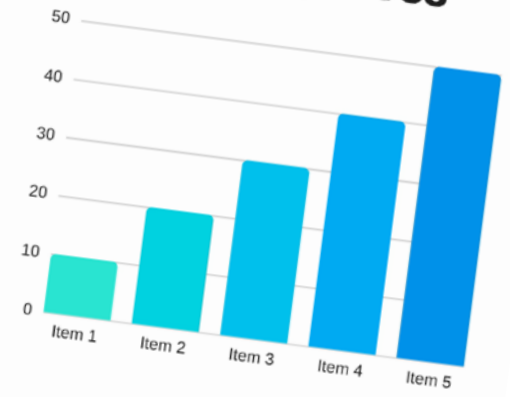
Here at the Office of Academic Assessment, we don't often do GenEd Assessment, just once a year. But when we do, we do it with gusto." Or some such nonsense. Whatever.

According to Wikipedia, a paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organise longer prose.

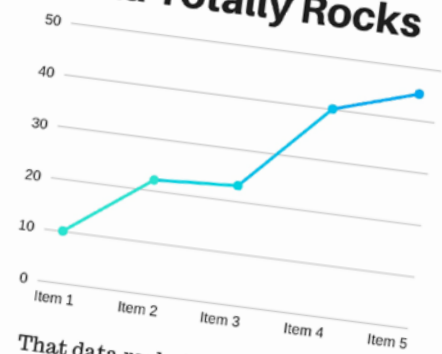
According to Wikipedia, a paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organise longer prose.

Blah, blah, blah, blah, blah, blah,
blah, blah, wake up, blah, blah,

Data Data



Data Totally Rocks




That data rocks has been confirmed, recently, by a real live geologist. Just ask him.

A teal line graph with a white grid background. The line fluctuates across the top of the page. The letters 'FSW' are written in a purple serif font in the upper right area of the graph.

FSW

***Thank you, and best
wishes for a most
dataful academic year!***

A solid teal horizontal bar is located below the main text. Below this bar is a white background with a vertical grid of thin grey lines.

Learning Assessment Committee

FSW

LAC Membership – 2016- 2017

Dr. Amy Trogan

Professor Marty Ambrose

Dr. Rebecca Harris

Dr. Richard Worch

Dr. Caroline Seefchak

Dr. Sarah Lublink

Dr. Elijah Pritchett

Dr. Katie Paschall

Professor Fernando Mayoral

Professor Colleen Moore

Professor Margaret Kruger

Dr. Eric Seelau

Professor Thomas Donaldson

Professor Jane Charles

Dr. Kristi Moran

Dr. Marius Coman

Barb Miley

Dr. Joseph van Gaalen

Allison Studer

Dr. Eileen DeLuca