

Minutes

General Education Council

October 13, 2020

Present: Dr. Christina Conroy, Dr. Robin Blankenship, Laurie Couch, Dr. Wilson Gonzalez-Espada, Dr. Mike Fultz, Dr. Morgan Getchell, Dr. Mark Graves, Dr. Shannon Harr, Dr. Kouroush Jenab, Mr. Keith Moore, Ms. Kerry Murphy, Ms. Lora Pace, Dr. Robert Royar, Dr. Edna Schack, Dr. Chris Schroeder & Dr. Timothy Simpson

Absent: Dr. Bo Shi

- I. Minutes from September 15, 2020 – Dr. Conroy moved to approve. Seconded by Dr. Royar. 12 Yes, 0 No, 0 Abstentions – Approved.

- II. General Education 2021+ Curriculum Update Form and Process – Dr. Couch stated that in conjunction with Dr. Graves, UESS has prepared a template for departments to complete to indicate whether or not to include previously specified general education courses, exchange courses, and capstone courses in program requirements. Dr. Couch shared an example of the prepopulated forms to be sent to departments if approved by the Council and the University Undergraduate Curriculum Committee. The Council discussed the forms and the process. The departments would need to include the departmental curriculum committee votes, be signed and emailed to the UESS office. They will then be submitted for batch review by the University Undergraduate Curriculum Committee. Ms. Murphy expressed concern over the brevity of the form and possibility of confusion within the department about section area where it would be listed. Mr. Moore expressed concern over the effect the addition will have on the free elective hours and number of hours for degree. He noted that if a student completes a general education course double-dipped as a program requirement and then changed their major, the student would need to complete the required program course in the new program as well. Previously, courses taken in the original major would be carried forward to the new. In essence, less hours for free electives will be available. If no free electives are available within a program, the student may need to complete more than 120 hours to complete the program. He stated also that students could choose not to double dip and take different general education courses which will result in the same issues. Dr. Couch stated that these issues should be taken into consideration by the Department when completing the form. Any change beyond the scope of the form would need a standard curriculum form through the normal process. Dr. Fultz moved to approve the form and process and Dr. Conroy seconded. The Council unanimously approved.

- III. First Year Seminar Subcommittee Report – Ms. Pace gave an update of the subcommittee activities. They group met on September 24 and discussed FYS changes related to Covid-19 environment, the enhanced reading component, and course evaluations. She reported that the week 1-4 student course evaluations were very high. She stated that online attendance via WebEx meeting is poor but it seems to be the case across other MSU classes as well. At the next meeting they will discuss the future of the committee and review the 5-8 week evaluations and SLO assessment. Dr. Couch stated that Dr. Graves will join the subcommittee as the GEC Faculty Co-Chair.
- IV. Assessment Results – Dr. Couch explained that Dr. Harr will present the finding of General Education Assessment for Council review and discussion. All courses which did not have 70% assessment and attainment rates will need to develop either an action plan, if the SLO continues into the 2021+ General Education Program, or a brief explanation of the issue/outcome of previous action plan (if applicable). Dr. Harr presented the results of General Education Assessment for 2019-20. In Fall 2019, the only items below the goals of 70% assessed and 70% attained was SLO 2d which was at 56% attainment. In Spring 2020, the items below 70% assessment and 70% attainment were SLO 2d assessment rate of 66% and the attainment rate of 55% and SLO 6b assessment rate of 65%. However, for 2019-2020, the only item below the 70% assessment and attainment goals was the 56% attainment for SLO 2d which is only assessed in FYS 101. Dr. Harr also noted that there were specific courses that did not meet the 70% goals that will require a response from the department. Dr. Harr reported on the submission rates of different course types and noted improvement overall from 2018-19. He also discussed courses with action plans in place for 2019-20 and how each fared in the current assessment cycle. The courses that will necessitate either an action plan, if the SLO continues into the 2021+ General Education Program, or a brief explanation of the issue/outcome of previous action plan (if applicable) are: ENG 100E (*1b, 1c, 2a*), ENG 200 (*1c, 2c*), FYS 101 (*2d, 6b*), BIOL 110 (*5B*), CHEM 101 (*5c*), SCI 111 (*5c*), LGS 200 (*1d, 4a*), POLS 262 (*4a*), ECON 201 (*4d*) with italics indicating that the SLO will be assessed in the 2021+ General Education Program as well.

V. New/Other Business – None

Dr. Getchell moved to adjourn. Seconded by Dr. Schroeder. Approved.

NEXT SCHEDULED MEETING: October 27, 2020

General Education Related Curriculum Update

Beginning Fall 2021, MSU's General Education program will:

- allow a course to satisfy both a general education requirement and a program requirement simultaneously (commonly referred to as "double-dipping"). This change eliminates the current need to identify courses as general education courses or exchange courses in program cores; and
- will remove the integrative component/capstone course (499C, D, E) from general education.

To align your program(s) with these changes for the Fall 2021 catalog, your department must consider whether the courses currently specified as general education courses should become permanent requirements in your program core. If your program currently uses exchange courses (that now will be regular general education courses), you also should determine if they should become permanent core requirements in your program.

After a decision has been reached through the department's curriculum committee, please use the form below to identify how each specified or exchange general education course should be handled starting in Fall 2021. Complete one form for each academic program (i.e., one form for each undergraduate CIP code).

If the course(s) in question reside(s) in another department, please notify the relevant department chair/associate dean of your choice so they can be prepared going forward.

NOTE: This form is not to be used to add new general education courses that are not currently specified or used as an exchange course in your program. If your department would like to add a new course to the program, please use the UGCC's Major Program Revision form to submit a proposal and go through the usual curricular process to gain approval.

College:	School and/or Department:
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Degree Program Title (all tracks) and Designation: Example – BS in Engineering Technology (Area)

Current Specified or Exchange Courses	Is this course to be added to the core of the program (i.e., required of all students, all tracks)? Y/N	Other Department Chair/ Assoc. Dean Notified? (if course is in another department/ school) Y/N or NA	Rationale/Additional Information

Departmental Vote: ___ For ___ Against

Department Curriculum Committee Chair Signature

Department Chair/Associate Dean Signature



General Education Council Meeting
October 13, 2020

2019-2020 Data

Improvements and Action Plan Needs

Fall 2019

SLO	Enrolled	Assessed	% Assessed	Attained	% Attained
1a	1507	1377	91%	1304	95%
1b	6292	5463	87%	4578	84%
1c	943	876	93%	690	79%
1d	2266	1844	81%	1591	86%
2a	3405	3041	89%	2669	88%
2b	953	843	88%	702	83%
2c	1141	842	74%	663	79%
2d	1230	1066	87%	598	56%
2e	1714	1496	87%	1465	98%
3a	1453	1324	91%	1119	85%
3b	1453	1295	89%	1047	81%
3c	1453	1285	88%	1022	80%
4a	1009	703	70%	582	83%
4b	1596	1363	85%	1216	89%
4c	736	554	75%	489	88%
4d	2519	2224	88%	1939	87%
5a	1262	1110	88%	960	86%
5b	2215	1943	88%	1624	84%
5c	953	799	84%	799	100%
6a	860	778	90%	711	91%
6b	860	760	88%	678	89%
adjusted for sampling in 1c and 2c					

Spring 2020

SLO	Enrolled	Assessed	% Assessed	Attained	% Attained
1a	1132	1007	89%	954	95%
1b	2525	2206	87%	1905	86%
1c	1056	1039	98%	840	81%
1d	1753	1547	88%	1332	86%
2a	2557	2447	96%	1988	81%
2b	812	590	73%	590	100%
2c	1014	901	89%	665	74%
2d	110	73	66%	40	55%
2e	783	731	93%	697	95%
3a	1292	1188	92%	1045	88%
3b	1292	1108	86%	933	84%
3c	1292	1170	91%	974	83%
4a	773	675	87%	567	84%
4b	1498	1246	83%	1096	88%
4c	771	683	89%	632	93%
4d	1855	1678	90%	1509	90%
5a	875	809	92%	702	87%
5b	1687	1460	87%	1210	83%
5c	812	583	72%	583	100%
6a	727	557	77%	477	86%
6b	727	473	65%	389	82%
1c and 2c adjusted for sampling					

2019 - 2020

SLO	Enrolled	Assessed	% Assessed	Attained	% Attained
1a	2639	2384	90%	2258	95%
1b	8817	7669	87%	6483	85%
1c	1999	1915	96%	1530	80%
1d	4019	3391	84%	2923	86%
2a	5962	5488	92%	4657	85%
2b	1765	1433	81%	1292	90%
2c	2155	1743	81%	1328	76%
2d	1340	1139	85%	638	56%
2e	2497	2227	89%	2162	97%
3a	2745	2512	92%	2164	86%
3b	2745	2403	88%	1980	82%
3c	2745	2455	89%	1996	81%
4a	1782	1378	77%	1149	83%
4b	3094	2609	84%	2312	89%
4c	1507	1237	82%	1121	91%
4d	4374	3902	89%	3448	88%
5a	2137	1919	90%	1662	87%
5b	3902	3403	87%	2834	83%
5c	1765	1382	78%	1382	100%
6a	1587	1335	84%	1188	89%
6b	1587	1233	78%	1067	87%
adjusted for sampling in 1c and 2c					

Submission Status

31 (fall) + 14 (spring) = 45* sections unsubmitted (62 in 2018-2019)

*this number does not include the ENG 100/200 section counts

Of **45** sections unsubmitted

- **22 are Eagle Scholar sections (26 in 2018-2019)**
- **23 are MSU faculty/instructor sections (36 in 2018-2019)**

Action Plans in Place

- **ENG 200 (already in place from 2018-2019) (SLOs 1c and 2c)**
 - Mandating culminating essay is a research paper
 - Requiring use of a standardized research paper assignment
 - Consolidating textbook list and eliminating a textbook that was problematic
 - Distributing assessment rubric to students with desired outcomes listed
 - Improving calibration on day of communal assessment scoring

Action Plans in Place (continued)

- FYS 101 (SLO 2d)
 - Increase point value of assignment to 4% of final grade
 - Develop a new rubric
 - Change the assignment's structure and wording
 - Reduce the number of questions/scenarios
 - Explore making the activity a prerequisite to completing other assignments

Action Plans in Place (continued)

- Capstone Survey (indirect measure)
 - Supplemental instruction in enhanced math courses may help address math related question responses
 - Training math instructors on managing math anxiety in students may also help address math related question responses
 - Reword question about communicating how two or more things are related
 - Change wording of question about how General Education has created questioning spirit to inspired

Action Plans in Place (continued)

- MKT 200 (SLO 2c and SLO 4a)
 - Only one section taught in 2018-2019
 - Not taught in 2019-2020
- MATH 123 (SLO 3b and SLO 3c)
 - Fall 2019 attainment was 35%; Spring 2020 attainment was 77%
 - First time reported as general education course
 - Sample size was small

Action Plans in Place (continued)

- PSY 154 (SLO 4d)
 - Content will be reiterated throughout course
 - Change in instructor likely
 - Repetitious approach in delivery of course content
 - Consider correlating specific questions on exam rather than entire exam score

Improvements

- Psychology 154 – all SLOs with at least 70% attainment
- Math 123 – all SLOs with at least 70% attainment

Areas of Concern

- ENG 100E
 - SLO 1b – 36% attainment
 - SLO 1c – 41% attainment
 - SLO 2a – 68% attainment
- ENG 200
 - SLO 1c – 52% attainment
 - SLO 2c – 36 % attainment

Areas of Concern

- FYS 101
 - SLO 2d – 56% attainment
- BIOL 110
 - SLO 5b – 62% attainment
- CHEM 101
 - SLO 5c – 65% attainment
- SCI 111
 - SLO 5c – 61% attainment

Areas of Concern

- LGS 200
 - SLO 1d – 67% attainment
 - SLO 4a – 48% attainment
- POLS 262
 - SLO 4a – 60% attainment
- ECON 201
 - SLO 4d – 67% attainment

Additional Information

- Eagle Scholar Reporting (course sections assessed)

- 2019-2020 = 89%

Fall = 83%

Spring = 95%

- 2018-2019 = 87%

Fall = 87%

Spring = 87%

- Eagle Scholar Reporting (attainment)

- Preliminary numbers indicate low attainment in ES course sections*

*Unable to report disaggregation at this time