

General Education Council

Minutes

January 29, 2010

Allie Young 31

The General Education Council met at 2 p.m. January 29, 2010, in Room 31 Allie Young. Members present: Loretta Lykins, Clarendia Phillips, Cyndi Gibbs, Barbara Dehner, Yvonne Baldwin, Glen Colburn, Timothy Hare, Rebecca Katz, Elsie Pritchard, Beverly McCormick, Carol Wymer, Dayna Seelig, Charles Patrick, Robert Boram, and Cathy Thomas. Edna Schack was absent

1. The Minutes of the January 22 meeting were approved as corrected.
2. Old Business
 - a. The rationale statement on hiring an assessment person was discussed, and the group agreed to add language on the magnitude of the task and the large amounts of data involved, and to add a suggested job description. Yvonne Baldwin will forward the rationale, a copy of which is appended below, to the Provost as soon as possible.
3. New Business:
 - a. Transition Courses were discussed. The Council agreed that transition courses offered during the 2010/2011 academic year must fulfill the same Gen Ed requirement for which they already have university curriculum committee approval. For example, the Practical Living courses proposed for SBS will not be transition courses. Those courses may be offered and taken by students under catalog years prior to 2010, but since there is no Practical Living category in the new Gen Ed, these courses are not transition courses. Should departments choose to propose them for a different category, they may do so during the course proposal process for distribution requirements. Yvonne Baldwin has already notified the deans to that effect. Dayna Seelig noted that she had met with the deans and because some of them submitted all the courses in some particular disciplines, she would ask them to cancel some. The idea was to limit the transition year courses to those with substantial enrollment and those who meet the SACS principle of breadth of knowledge. Since the Registrar is working from the approved courses grid submitted by the Council, she asked that Dayna notify her office so those courses can be removed from schedule build.
 - b. **Action: The council approved GEO 100; GEO 101; BIOL 105; and IET 300 by unanimous vote for the transition year. Further discussion of the scope and purpose of the transition courses took place.**
 - c. **Action: The council approved by unanimous vote FYS Revisions by Wendell O'Brien and Duane Skaggs.**
 - d. It was agreed that the council must provide some clear guidelines, coherent examples, and more effective templates for the assessment requirements. Most proposals do not

meet the council's expectations and it was agreed that our instructions and proposal forms are part of the problem. A workgroup was created to attack this problem: Charles Patrick will provide some initial information and get the group together for the first time. Members are Timothy O'Hare, Robert Boram, Cathy Thomas, and Yvonne Baldwin.

- e. Yvonne Baldwin reported that she and the Registrar have agreed on course identification and numbering for the First Year Seminar. Schedule build for all FYS sections will take place centrally, much like MSU 101. University College will be responsible for this task. Billie Horton has prepared a chart to send out to department chairs and deans asking for the information necessary to build the schedules, including the number of sections and load distribution if multiple faculty are teaching. The proposals represented a balance between 9:10 MWF and TThF, and a reasonable number of sections were identified for the 3 to 4:15 blocks on MW and TTh. All who proposed a section were able to have their first choice of day/time.
 - f. The meeting adjourned at 3:30. The next meeting is scheduled for 7:30 a.m. on Wednesday, February 3 in AY 31.
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General Education Assessment Position Rationale from General Education Council January 29, 2010

- Implementation of the new Gen Ed requires commitment of needed resources to assessment. Since there are many unanswered questions about this important part of Gen Ed redesign, planning and assessment prior to implementation is essential to the success of the new curriculum and its goals.
- Formulating assessment processes, aggregating and tracking large amounts of data over specific periods of time, analyzing results, and implementing change based on those results require a position dedicated to Gen Ed assessment.
- The Gen Ed Council Charter provides for a Faculty Assessment Coordinator with half time release. To date, that role has not been filled. The Gen Ed Council believes that dedicating a position to Gen Ed Assessment will make this position appear less burdensome. This position will work closely with the Faculty Assessment Coordinator and report to the Gen Ed Director.
- Gen Ed redesign has focused on the desirability and need for system wide assessment of Gen Ed. This is necessary for SACS reaccreditation. Consistent, ongoing, and system wide assessment that includes regional

campuses and online courses, the storage and retrieval of assessment data, and its use for continuous improvement must all be demonstrated. The Council believes that without this position, meeting these requirements will be difficult, if not impossible.

- The Council recommends that a job description and job classification proceed as soon as possible. A sample is attached as a suggestion only.

Job Description Example

Responsibilities:

General Education Assessment Coordinator

The General Education Assessment Coordinator is a twelve month position which is responsible for the coordination of general education program assessment activities established by the General Education Council including all elements of test development, selection, and administration, coordinating and gathering evidence of general education outcomes, analysis of assessment findings for assigned projects, and dissemination of assessment findings. The General Education Assessment Coordinator serves as an ex officio member of the General Education Council and as an ex officio member of the General Education Council Assessment Sub-Committee and a member of other committees as needed. The General Education Assessment Coordinator works under the supervision of ----- in support of the general education assessment program and provides support for faculty and committees involved in course and program level general education assessment.

Qualifications:

Earned master's degree in program evaluation, assessment, measurement, educational research, psychology or related field desired. Candidates with a doctoral degree in one of these academic disciplines or a related field preferred. Experience in general education and academic assessment, program evaluation, or institutional research desired.

- Effectively work both independently and cooperatively in a team environment
- Excellent written, oral, and interpersonal communication skills
- Strong research design and analysis skills
- Ability to apply appropriate statistical techniques for the analysis of assessment and institutional data
- High degree of proficiency in the utilization of database, spreadsheet, word processing applications, assessment tracking and other data analysis tools
- High degree of accuracy and excellent attention to detail
- Excellent decision making and organization skills and productive time management
- Professional commitment to responsibly secure and maintain confidential information

- Understanding of current issues in general education assessment and trends in higher education, with a balanced view of assessment.