

Minutes

General Education Council

January 28, 2016

Members Present: Karla Aleman, Jerel Benton, Doug Chatham, Christina Conroy, Mike Dobranski (Doug Chatham proxy), Michael Fultz, Mark Graves, Timothy Hare, Nilesh Joshi, Bev McCormick, Kerry Murphy, Clarendia Phillips, Roslyn Perry, Tom Williams

- I. December 03, 2015 Minutes – Mark Graves made a **MOTION** to approve. Minutes were **APPROVED**.
- II. Reports
 - ◆ FYS Subcommittee (Timothy Hare)
 - We do have enough spring sections. Email sent out to recruit for fall sections.
 - The FYS Common Reading Selection Committee continues to search for a textbook.
 - 100% of FYS sections submitted fall general education assessment data.
 - About 25% of FYS sections submitted QEP assessment data. Scanned copies of all QEP artifacts (students' ungraded work) were to be submitted. There has been some confusion on the different process for FYS assessment and QEP assessment. Timothy will be working with the faculty who did not submit the QEP data to improve submission rate.
 - Christina Conroy brought forth a question from the FYS QEP meeting. Would it be possible to add questions to the FYS end of the semester survey? This would help the QEP Committee identify to what extent QEP is embedded in the FYS class. How often faculty use the model will help to better evaluate the quality of students work. Timothy and Christina will discuss.
 - Clarendia stated that she participated in the evaluation of the QEP artifacts, and the assignments did not seem to map onto the M.S.U. (monitor, scrutinize, uncover) model. Christina indicated that was why they wanted to add questions to the survey. If QEP is not embedded into the course there is no reason to expect students will do well. If it is heavily embedded then we would anticipate better results.
 - The FYS Subcommittee and QEP Committee will discuss.
 - The FYS subcommittee is creating professional development opportunities this semester. The first FYS Learning Community luncheon will be Tuesday, February 9, in ADUC 312 from 11:30 – 1:30.
 - FYS New Section Proposal – Carbon Pocket Park Development: Be a Climate and Environmental Literate Citizen. There was discussion that the title could be more engaging. Timothy Hare indicated that feedback is

provided, but the title remains the instructor's decision. There was a comment that the first two course level SLO's are redundant. The course level SLO's are not critiqued by the FYS Subcommittee. **GEC voted. Section APPROVED.**

- ◆ Registrar (Ros Perry) – no report.
- ◆ Assessment – Clarenda Phillips stated that the Associate Director of University Assessment and Testing, Jerel Benton, will be attending the meetings.

III. 2013-2014 Detailed Assessment Report

- ◆ Data Needs for SLO 1b, 1c, 2c
 - Jerel has started to review information for spring 2015 and it appears that only about 30% of all general education sections submitted data.
 - Jerel Benton will be preparing a report that includes submission rates and achievement rates by course, category, and SLO. He will be asking the faculty of those courses for which no data is found to resubmit the data.
- ◆ Communication Plan for Implementation of Recommendations for SLO 1b, 1c, 2c
 - No action.
- ◆ Timeline for Implementation of Recommendations for SLO 1b, 1c, 2c
 - No action.

IV. Assessment Plan Timeline

- ◆ Graduate Exit Survey – the appended draft version of the Graduate Exit Survey was posted to Blackboard.
 - The Committee included a question for all but two of the SLO's. They tried to rephrase things in a way that students would understand. Also included on the survey were demographic information and possible methods for administration.
 - What kind of answers were you looking for with the open-ended questions?
 - We were not looking for a specific answer. We were hoping to provide a mechanism for students to tell us how they feel about general education courses; the purpose of the courses, how beneficial the courses are, etc.
 - Perhaps rephrasing them so students could indicate what they like the most and what they like the least would be a better option.
 - Clarenda felt that many students did not know what the General Education Program actually is. The NC State model did not refer specifically to general education courses – but “college courses”. We want to know to what extent students learn/accomplish the SLO's. They may be introduced in a general education course, but perfected in subsequent courses.

- There were no objections to the survey being generalized from general education to college courses.
- It was questioned as to whether students actually understood the general education program. After discussion, it was determined that there is a lack of communication to students and they don't necessarily understand that general education is a program. They feel that it is just classes that you have to get out of the way before you go to your major.
 - Instead of asking the most/least meaningful aspect, you could ask "What is the role that general education played in your overall education at MSU?"
 - Perhaps we can change some of the section titles; have a main section with SLO's, and then background information and logistics.
- General consensus was that students will not go to the link on the survey to review the Gen Ed courses.
 - It was suggested that instead of the link to have a small section that lists the courses by category.
- It is possible that as other people find out there is an exit survey being done that they may want to tack questions on the end. We will want to limit the number of questions on the survey so that it is not too cumbersome to administer.
- How to implement the survey was discussed. It was a unanimous decision that the survey should be administered this semester.
- It was decided that the capstone course would be the best place to administer the survey. Not all students graduate the same semester that they take the capstone course. We would need to change the title from "exit" survey to "senior" survey. If it could be housed in a capstone shell (like the FYS and English 100/200 shells) it would be easy to administer. All of the information would be aggregated in one spot. It was suggested that like FYS, Capstone instructors include the survey as a percentage of the student's grade. There would be the opportunity to include graduation info, important deadlines, etc. in a capstone shell as well. There is no capstone coordinator, so an administrator would need to be identified.
- Michael Fultz made a **MOTION** for the creation of a Blackboard shell to administer the senior Survey. GEC voted, and the motion was **APPROVED**. Clarendia will discuss the logistics of developing a shell with Misty Hanks or David Flora.
- We also need to communicate with students so that they will understand the separate shell for the survey.
- Clarendia will revise the survey to make the indicated changes and will send it to a colleague who works with General Education assessment for review. The revised document will be brought back to GEC for a vote

next week. Clarenda will then take it to the Dean's Council for approval to proceed. At the same time it goes to Dean's Council, the Chair Elect of Faculty Senate could include it in his report to Faculty Senate.

- ◆ Completion of the Assessment Plan Timeline Document
 - No action.
- V. Closing the Loop
 - No action.
- VI. Common Measures
 - ◆ We will not revisit Common Measures until after the Director of Assessment and Testing is hired and the data from the pilot group is analyzed to determine its effectiveness.
 - No action.
 - ◆ Pilot Groups will continue to use the same measures.
 - No action.
- VII. New Business:
 - ◆ There was a request for GEC to discuss Exchange Courses becoming General Education courses.

NEXT MEETING

February 11, 2016 3:00 – 4:00 p.m. AY 031

General Education Graduation Survey, or Senior Survey on General Education

Please respond below to the following questions using the scale to your right:

SD = “Strongly disagree” D = “Disagree” N = “Neither agree nor disagree” A = “Agree” SA = “Strongly Agree” NA = “No answer or don’t know”

In completing the survey, feel free to consult information about general education courses at the following link:

<https://my.moreheadstate.edu/Academics/GenEd/Pages/Advising-Tools.aspx>

My coursework in general education:	SD	D	N	A	SA	NA
Prepared me orally to communicate effectively in a variety of contexts, both as a speaker and listener.						
Prepared me to write effectively in a variety of contexts for a variety of target audiences.						
Prepared me to read a variety of texts on the college level.						
Prepared me to convey relationships using information and data in equations, graphs, charts, tables, diagrams, and maps.						
Enabled me to locate, analyze, and evaluate information retrieved using current research technologies such as library databases and search engines.						
Prepared me to reason effectively from evidence						
Prepared me to consider diverse points of view, including those that do not agree with mine.						
Prepared me to explain ethical consequences of decisions or actions						

Prepared me to use mathematical or statistical methods to analyze and solve problems						
Enabled me to build a logical chain of reasoning to solve problems						
Prepared me to judge the reasonableness of scientific and mathematical results						
Empowered me to investigate the foundations and operations of the United State government						
Prepared me to investigate and apply the principles of good citizenship in a global community.						
Encouraged me to investigate world views outside the United States.						
Enabled me to analyze how historical events, processes, and trends affect individuals and society						
Enabled me to make choices based upon credible information that promote my life-long health and well-being						
Prepared me to apply scientific theories or technological concept to solve problems in the natural world.						
Enabled me to use a scientific approach to analyze scientific questions.						
Enabled me to discuss how art, literature, music, film, dance, and theatre convey meaning						
Prepared me to analyze the aesthetic value of creative productions in a cultural or historical context						

Beyond academic knowledge and skills, my general education coursework:	SD	D	N	A	SA	NA
Aided me in developing leadership skills						
Enabled me to collaborate successfully with others						
Encouraged me to contribute to my community (broadly defined)						

All or mostly online A balanced mixture of online and face-to-face All or mostly face-to-face

Learning About General Education

Where did you learn about the GE requirements? _____

(We could suggest options: major advisor, MSU or Major Department web site, general education advisor, University catalog, guidance counselor at high school)

How helpful were the GE course requirement handouts/web links?

Very helpful Somewhat helpful Neutral Rarely helpful Never helpful

Open-ended questions:

To what degree do you believe your preparation in general education at MSU will apply to your life beyond college?

What was the most meaningful aspect of your experience in general education?

Was the least meaningful aspect of your experience in general education?

Recommendation for Administration of Survey:

- **Email graduates every semester students are graduating.**
- **Administer in capstone every semester.**
- **Include as a requirement for graduation—include electronically in the graduate application process (possibly students need to complete form before they can complete the application process and graduate).**