

Minutes

General Education Council

February 11, 2016

Members Present: Karla Aleman, Jerel Benton, Doug Chatham, Christina Conroy, Mike Dobranski (Doug Chatham proxy), Michael Fultz, Mark Graves, Timothy Hare, Sara Lindsey, and Kerry Murphy

I. Reports

◆ FYS Subcommittee (Timothy Hare)

- We do have enough spring sections. We have about 300 students enrolled. Email sent out to recruit for fall sections. There are 20 confirmed sections for fall.
- The FYS Common Reading Selection Committee has recommended one book titled "*This I Believe*". The FYS Subcommittee is in the process of reviewing the book, and if approved, it will be the book chosen. Once the book is chosen, the next phase will be to develop activities across campus. After that task is complete, the FYS Subcommittee will start on a new reading comprehension measure.
- The fall course evaluations have been completed. There are four individuals who have low scores. Timothy will meet with the instructors to develop a strategy to help them improve their effectiveness.
- The next professional development activity will occur in March and will focus on QEP training. The April professional development activity will be a panel discussion with experienced FYS instructors.

◆ Registrar (Kerry Murphy) – no report.

◆ Assessment – (Jerel Benton)

- Jerel is still in the process of collecting 2014-2015 data. He is still organizing the data, but is close to beginning data evaluation.
- Two candidates for the Director, University Assessment and Testing will be on campus in two weeks. GEC members will be able to attend an interview session.

II. 2013-2014 Detailed Assessment Report

◆ Data Needs for SLO 1b, 1c, 2c

- Jerel continues to gather 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.

III. Assessment Plan Timeline

- ◆ Graduate Exit Survey –
 - The edited version (including GEC revisions requested at last meeting) was posted to Blackboard for GEC review. There were minor grammatical edits suggested. These edits will be made before the document is sent to Dean’s Council.
 - Michael Fultz made a **MOTION** to approve the Graduate Exit Survey pending the aforementioned changes. GEC voted and the motion was **APPROVED**.
- ◆ Completion of the Assessment Plan Timeline Document
 - No action.
- IV. Closing the Loop
 - No action.
- V. 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.
- VI. Exchange Courses:
 - ◆ There was a request for GEC to discuss Exchange Courses becoming General Education courses.

NEXT MEETING

February 25, 2016 3:00 – 4:00 p.m. AY 031

Senior Survey

Congratulations on your academic success at MSU! As you approach the end of your undergraduate career, we're sure you are thinking not only about your future, but also about what you have gained from this university. We appreciate you taking this opportunity to participate in the Senior Survey. This survey is part of our campus-wide effort to evaluate our institutional performance. Your opinions are important in this effort. All seniors who are in capstone courses are being asked to complete this voluntary survey. Given the wide range of experiences of our students, it is very important that everyone participates in the survey.

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

SD = "Strongly disagree" D = "Disagree" A = "Agree" SA = "Strongly Agree"

Knowledge and Skills Gained During College

| Because of my MSU education, | SD | D | A | SA |
|---|----|---|---|----|
| I can communicate effectively in a variety of contexts, both as a speaker and listener. | | | | |
| I can write effectively in a variety of contexts for a variety of target audiences. | | | | |
| I can read a variety of texts on the college level. | | | | |
| I can convey relationships using information and data in equations, graphs, charts, tables, diagrams, and maps. | | | | |
| I can locate, analyze, and evaluate information retrieved using current research technologies such as library databases and search engines. | | | | |
| I can reason effectively from evidence. | | | | |
| I can consider diverse points of view, including those that do not agree with mine. | | | | |
| I can explain ethical consequences of decisions or actions. | | | | |
| I can use mathematical or statistical methods to analyze and solve problems. | | | | |
| I can build a logical chain of reasoning to solve problems | | | | |
| I can judge the reasonableness of scientific and mathematical results. | | | | |
| I understand the foundations and operations of the United States government. | | | | |

| Because of my MSU education, | SD | D | A | SA |
|---|-----------|----------|----------|-----------|
| I understand the principles of good citizenship in a global community. | | | | |
| I understand world views outside the United States. | | | | |
| I can analyze how historical events, processes, and trends affect individuals and society. | | | | |
| I can make choices based upon credible information that promote my life-long health and well-being. | | | | |
| I can apply scientific theories or technological concepts to solve problems in the natural world. | | | | |
| I can use a scientific approach to analyze scientific questions. | | | | |
| I can discuss how art, literature, music, film, dance, and theatre convey meaning. | | | | |
| I can analyze the aesthetic value of creative productions in a cultural or historical context. | | | | |
| I have developed leadership skills. | | | | |
| I am able to collaborate successfully with others. | | | | |
| I am more likely to contribute to my community (broadly defined) | | | | |
| I developed self-awareness, self-discipline, self-confidence, and stick-to-itiveness. | | | | |
| I take responsibility for my own choices and behavior. | | | | |
| I value lifelong learning. | | | | |
| I am more aware of racial, class, and gender diversity. | | | | |

General Education Program

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

SD = "Strongly disagree" D = "Disagree" A = "Agree" SA = "Strongly Agree"

| MSU's General Education program (introductory courses in communication, math, writing, humanities, natural and social sciences): | SD | D | A | SA |
|---|-----------|----------|----------|-----------|
| Provided me with a foundation of knowledge and skills vital for my life/career. | | | | |
| Created a questioning spirit in me that will continue throughout my life. | | | | |

Open-ended questions:

What role did General Education courses (communication, math, writing, humanities, natural and social sciences) play in your overall education at MSU?

To what degree do you believe taking General Education courses (communication, math, writing, humanities, natural and social sciences) will apply to your life beyond college?

Graduation and Beyond

Please indicate the best description of your primary plans following graduation. **Select all that apply.**

- a. I have accepted a full-time paid job related to my field of study.
- b. I have accepted a full-time paid job, not related to my field of study.
- c. I have accepted a part-time job.
- d. I will continue in my current paid job.
- e. I am currently seeking, or plan to seek, paid employment.
- f. I will be going to graduate or professional school full-time next year.
- g. I will be going to graduate or professional school part-time while working next year.
- h. I will take more undergraduate courses.
- i. I am neither seeking employment nor planning to attend school next year.
- j. I will be entering or continuing military service.
- k. Other (please specify)

Demographics

Gender Identification: M or F

With what ethnic or racial group do you identify?

(Pull-down menu with standard MSU categories: Am Indian, Black, Hispanic, Native Hawaii/Pacific Islander, Asian, White, Two or more races)

Major [Pull-down menu with majors listed]

What is your age?

What year did you first enroll at MSU?

How many semesters did you work to achieve your degree at MSU? _____

Was the majority of your college coursework completed as a: full-time or part-time student?

Were you a member of the Honors Program? Y N

Did you transfer to MSU with more than 24 hours? Y N

Were you a participant in an early college program at your high school? Y N

Did you receive credit-by-examination or advanced placement credit for any general education requirements? Y N

Administrative discussion topic. This information will not be on the final survey!!

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).**