

General Education Committee

Minutes of 10/02/2014 Meeting

In Attendance: M. Eftink, R. Forgette, S. Monroe, H. Reynolds, J. Moen, I. Labuda, K. Kellum, R. Cummings, A. Gibson, M. Allen N. Wiggers, V. Chavis

Absent: J. Garner, C. Hussey

1. Review of current General Education Statement and Learning Outcomes

The current General Education statement, along with the text in the Catalog, was distributed and reviewed.

2. Review of current assessment strategies and results

Eftink and Reynolds gave an overview of the relationship between Gen Ed and the Core Curriculum and how Gen Ed learning skills are taught and assessed. Kellum and Cummings reviewed recent assessment data for the following areas, along with an explanation of the assessment strategy and how the information is used.

- written communication (and the QEP); assessed in courses & via NSSE, Grad Student Survey, alumni survey
- mathematical skills: assessed in courses & via ETS-PP, NSSE
- critical thinking: assessed via NSSE, ETS-Proficiency Profile, GSS
- oral communication: assessed via NSSE and GSS
- ethical reasoning: assessed via plagiarism tutorial and some course evaluation questions

Results from recent ETS PP administrations were distributed. The administration plan has been to assess freshmen annually in about half the sections of Edhe 105 and to assess ~90 hour students in selected 300/400 level courses, with a rotation between the College of Liberal Arts and Schools of Applied Sciences and Journalism on one year and the Schools of Engineering, Pharmacy, Business, Accountancy, and Education the next year. The results show that entering freshmen score below the peer average for several learning outcomes, but the junior/senior level students show learning outcomes that are on target for students in a comparable set of peer institutions. The results are attached.

Information on the assessment of writing was presented (attached), showing good success in achieving the learning objectives in this general education area.

Mathematics learning skills is assessed in lower division Math courses. Assessment data was not presented, but is available. It was suggested that we extend this assessment to Math 261 and 267, the first calculus courses.

Issues related to the oral communication and ethical reasoning were discussed. It was suggested that the institution must create a better plan for teaching and assessing oral communication, since (as shown by the table in the attachment), only 600-700 of our students take one of the Speech courses each year. Options include expanding the Spch offering, attaching an hour of oral communication to an existing required course, such as Writ 102, and/or increasing our emphasis on embedding oral communication components in courses in the majors.

3. Consideration of adding information literacy

The committee briefly discussed the possibility of adding information literacy as a general education learning outcome, possibly combining it with or substituting for ethical reasoning. The new AARL standards were discussed. It was agreed to continue this discussion at future meetings.

5. Aligning gen ed and courses in the majors

The committee also discussed the need to include certain general education learning objectives in courses in the majors. According to K. Kellum, many program SLOs do include outcomes related to critical thinking, ethical reasoning, writing, and oral communications, but this is not uniform. It was suggested that we provide guidance for departments to include such general education learning outcomes and organize these efforts to a greater extent.

6. CETL visiting speaker

The committee was reminded of the speaker, Dr. Kelvin Thompson, for the Faculty Development Luncheon, October 7. Dr. Thompson is from the University of Central Florida, where their QEP was on the topic of information literacy.

Minutes submitted by

Maurice Eftink, Associate Provost and Co-Chair

Richard Forgette, Interim Dean of the College of Liberal Arts and Co-Chair

Attachments:

General Education statement on Provost's Web site

General Education/Core Curriculum statement in catalog

College Level Competencies SACS report (3.5.1) from 2008 Compliance Report

Assessment of General Education Outcomes (current assessment plan and results)

ETS Proficiency Profile from administrations between 2008-2012

QEP Current Status Report