

General Education Assessment Team Meeting

11-02-2018

Room 109 – Roosevelt Hall

2:00 – 3:30

1. The GEAT reviewed the power point notes from the previous meeting.
 - a. Questions:
 - i. Do students actually learn the value of interdisciplinary knowledge from the existing general education curriculum? *It was determined that gaining faculty insights into this notion for not only GE courses, but all courses numbered 100-400 was applicable.*
 - ii. Why did so few GE instructors identify their courses as multidisciplinary? *The group dialogue was related to the recognition that a course was intentionally including multiple disciplines in the curriculum, and if the instructor was actually evaluating student performance based on these concepts.*
 - iii. If Goal 6 is important should we make recommendations to the GE Council for improvements in this area? *Conversation included the relationships between GE Goal 2 and Goal 6, the implication of Goal 6 being an outcome of completion of the general education curriculum holistically, and the intentionality of the curriculum as it currently exists within multiple disciplines of study. It may or may not be the same, we need to examine faculty perspective more in-depth.*
 - iv. Are there specific interdisciplinary techniques or examples of interdisciplinary questions that all students should be exposed to in the General Education Program? *The ideas that this connectivity exists and to what extent were addressed in a table provided in the meeting where some potential faculty survey questions were offered. The table categories included academic disciplines, topical areas, and data sources. It was acknowledged that the connectivity that exists can be different for courses, disciplines, and how it is providing exposure to interdisciplinary techniques. The GEAT were to complete the table columns as they know it to exist.*
 - v. What do we really mean when we say it is important for our graduates to “Explore and compare complex ideas for multiple disciplines.”? *This question is addressed by identifying the complexities of the levels of learning, and determining if we are truly requiring students to explore and compare complex ideas for multiple disciplines as a part of the course curriculum; and if an evaluation instrument such as a rubric is applied when measuring these levels of student learning?*
 - vi. From objective B, how can we actually measure the ability to “Apply knowledge from the perspective of multiple disciplines.”? *This response*

is aligned with the previous one related to levels of learning. Do we contain a curriculum component in a given course that exists to require a student to apply knowledge from the perspective of multiple disciplines, do we have an evaluative instrument in place to measure student learning in respect to this context? Also, if so, how common is this type/level of student learning to occur across the existing general education courses?

- vii. *Should we analyze syllabi and consult with faculty about what they are actually doing to foster multidisciplinary approaches in their classes? Analyzing syllabi at this time isn't applicable as none of the courses are listed under the goal in the course catalog, thus difficult to identify such courses unless we look at the various curriculum maps where faculty have self-identified. The second issue related to syllabi review is related to the extent that the GEAT would actually be able to answer the questions of the day which are related to assignments and measurement instruments to identify the extent of the multidisciplinary learning. It was believed that a syllabus wouldn't provide the depth nor breadth of understanding that the GEAT is looking for.*

2. Next Steps:

Friday, 11-2-2018 meeting for Goal 6: Deborah Hann, Alivia Allison, Heidi Hamilton

- a. Determine how/if GE Goal 6 actually exists in the current GE curriculum – *Review Curriculum Maps (use the many versions to identify courses).*
- b. How do we get information from faculty members? *The GEAT will send out two surveys in the spring term.*
- c. Research question/hypothesis to test: Faculty survey about multidisciplinary concepts embedded in courses. The first survey is to identify that multidisciplinary concepts are contained in the curriculum in all 100 – 400 numbered courses (general education and major program courses). The second survey will provide follow-up to those faculty teaching courses self-identified as covering multidisciplinary concepts in their courses. The follow-up will be directed to gaining better insights into how the learning is occurring and how it is being measured and evaluated.
- d. Need to define what we are doing? *The knowing that is related to the depth and breadth of multidisciplinary connected learning as it currently exists within the General Education curriculum; and if it is being perpetuated in other courses within the major program so study.*
- e. What do we mean by a discipline? *We are working on identifying how the term “discipline” is understood within the institution and across the academic departments. It may also be defined or understood differently among the various majors in a department. We want to gain insights into these nuances to determine if the word should continue to be used in the general goal terminology or if a different term would be better understood.*

For the next three questions, we will work to develop a line of questions in the faculty survey to discover how these multidiscipline contexts are incorporated into the existing general education curriculum.

- f. What do we mean by multidisciplinary? Do students make connections between the real world and other disciplines, and career preparedness?
 - g. What is the actual value of a multidisciplinary background? If it is valuable are students being challenged in their coursework to apply knowledge from different disciplines to solve problems?
 - h. Does multidisciplinary instruction enhance problem solving, communication, employability, etc.? Is the concept of exploring and comparing complex ideas a part of rubrics being used to evaluate student work?
Do we need Goal 6 or is it already woven into other goals (e.g. Goal 2)? *The GEAT will also discuss the relevancy of Goal 6 to Goal 2, and if the two should be interwoven into one common goal?*
3. Meeting adjourn at 3:30 p.m. The next meeting is scheduled for Friday, December 7th at 2:00 p.m.