

General Education Assessment Team Meeting

October 14, 2016

Great Plains Room – Memorial Union

3:00 – 5:00

Minutes

1. The minutes from the September 30th meeting were reviewed. A motion was made and seconded to accept the minutes. There was no discussion. The vote was called, all voting members approved with one abstention.
2. Assessment of General Education Goal 1.c: Demonstrate effective skills in quantitative and mathematical reasoning. Christa Curl led the discussion. It was noted that the assessment work (Math 110 – Instructor Kindra Wells) was a good model for using course embedded student tests to serve for grading purposes and also to use as a measurement tool with the AAC&U Value rubric for analytical reasoning. The rubric scoring was used to combine the assessment of multiple course sections taught by both the instructor and graduate teaching assistants.
 - a. This assessment model has been in place for two years and has produced evidence used to change the course and also to confirm that a prior existing practice was more effective, therefore was reinstated.
 - b. Instructor Wells also used the Baseline Assessment Survey and Curriculum Mapping Rubrics to align the learning outcomes for the MA 110 – College Algebra course with general education goal 1.c. and the Analytical Reasoning AAC&U Value rubric.
 - c. The General Education Assessment survey tool in Baseline is a way for faculty to report course level assessment information.
 - d. The General Education Assessment survey tool is accessed via an email link. The link is also shared with department chairs at Student learning Assessment Council meetings and the director of General Education distributes the link to general education faculty. The GEAT expressed concern for faculty knowing about the survey, how to access it, why it couldn't be accessible on Buzz-in, all in all, a general feeling that the GE assessment reporting survey wasn't on anyone's radar. It was confirmed that a much better effort needed to take place communicating the link in the best way that we could and in multiple ways to ensure that all faculty teaching general education courses could report their assessment. This communication disconnect could be a barrier for faculty reporting assessments already being done. The GEAT co-chairs will strategize about possible venues to distribute the survey link and report back to the team.
3. A handout outlining the assignments for the GEAT to finish up the fall 2016 semester was provided and explained. There were four directives given and assigned to each of the team members as per area of expertise, and the audience for the written portion of the directives are 1.) Council on General Education; 2.) Faculty in discipline focus areas; 3.)

Provost; and 4.) Higher Learning Commission as evidence of our work dedicated to general education assessment.

- a. GE Goal 1.a. – Kat and Rachelle
GE Goal 1.b. – Sheryl
GE Goal 1.c. – Christa
GE Goal 1.d. – Cynthia
- b. The directives are as follows (2 pages max per directive):
 - i. Draft an executive summary of what has been done in the past five years in terms of assessment in your core area; and what changes have been enacted to date based on the assessment data collected?
 - ii. Draft a summary of the alignment between course level student learning outcomes and the current *goals and objectives* for the general education program.
 - iii. Draft an informed opinion piece based on the review of what is currently being done answering at least the following questions:
 1. Are the current general education Goal 1, objectives a-d adequate; and are the courses currently being used to fulfill them well aligned with our current goals?
 2. Given that the quantity and quality of data collected for Goal 1, objectives a-d are generally perceived to be the best we have, are their additional data that need to be collected and analyzed to fully evaluate how effective our General Education Program is at achieving Goal 1, objectives 1-d?
 - iv. Looking forward what else needs to be done to adequately assess Goal 1, objectives a-d?
 1. Recommendations for the spring 2017 semester
 2. Recommendations for next academic year (2018)
4. A “Proposal to Implement an Additional General Education Program Assessment Instrument” was presented along with the follow up document regarding the proposal.
 - a. In summary, the proposal was designed to gather and assess student works for the GE Goal 1, objectives a. and d. The implementation of the assessment project was to occur in the upcoming spring semester and carried out by a GEAT sub-group.
 - b. In proposal discussion, the GEAT was keen on the idea and felt that it could be a main project for the team instead of an additional project as proposed and would also encompass objectives b and c.
 - c. It was thought that this could potentially be a model used for future GEAT’s as we work across disciplines to assess the other General Education goals.
 - d. The methods used to gather student works and to score the works using the appropriate AAC&U value rubrics may vary based on the objectives a-d. It was believed that this was doable, and that specific details would need to be worked out.
 - e. For the upcoming meeting, GEAT were charged with thinking about and coming up with some ideas for the details in implementing the assessment process in the proposal as it relates to each of the specific objectives (a-d).
5. Meeting adjourned at 5:00 p.m.

