

General Education Program Assessment
Steering Committee
Minutes
February 25, 2019
4:00 p.m. – 5:00 p.m.

1. The March 19, 2018 meeting minutes were reviewed and approved.
2. Updates – Jo/Rich
 - a. GEAT II to present at the JCCC Assessment Matters Conference on April 26th.
 - i. The presentation titled: A Multi-Lens Approach to Assessing General Education Program Goals was accepted as a breakout session during the April 26th Conference. There are a group of 7 persons who will attend the conference representing ESU and the GEAT.
 - b. Follow-up on GEAT II Project Report Recommendations
 - i. It was recommended that Student Learning Outcomes in Syllabi be written more explicitly and to include specific language and include broader details. In addition, the review of each syllabus prior to uploading in the Faculty Qualifications folder was to be done to ensure SLO intentionality and quality.
 - ii. It was recommended that Syllabi Guidelines be provided to ensure that all faculty understand how to create an appropriate syllabus, and to map their courses clearly and accurately in relation to where their courses appear in the course catalog.
 - Both of these recommendations have been addressed in the New Faculty Orientation Handbook and in the Quality Assessment Practices Course.
 - Both resources and online instruction have been developed to assist faculty in honing their skills in syllabus preparation and aligning their student learning outcomes with General Education Goals and Objectives.
 - The syllabi were reviewed by chairs, the associate dean, and the assistant provost to ensure that the syllabi contained student learning outcomes that were aligned with general education goals. The process could be improved and we will be working on identifying a more efficient way to complete the reviews.
 - iii. It was recommended that the Council on General Education should vet existing courses to determine if there were courses that should be added to the program.

-The GEAT III-2019 is addressing this recommendation in their spring faculty surveys that address the question of whether a course that aligns with GE Goals 4 or 6, not currently part of the general education program, should be considered in the future. The information analyzed and forwarded to the faculty from the GEAT III-2019 will result in future considerations and strategies to enhance the course offerings. In addition, the General Education Council has received multiple courses for consideration for addition to the roster of general education courses. These requests are being vetted on a course-by-course basis and council decisions are documented in meeting minutes for the 2018-2019 year.

- iv. It was recommended that the Senior Survey be changed to provide students an opportunity for open-ended responses in relation to their experiences with the general education program.

-The Senior Survey was revised to include more open-ended questions and the GE specific items were edited to create a more distinct alignment between the questions and the terminology used in the General Education Goals and Objectives language.

-The General Education Council surveyed all undergraduate students in the fall of 2018 to gain student input as the council was evaluating the program and considering legislation to reduce the number of required credit hours from 48 to 42. This student feedback (434 respondents/12.2% response rate) served to support the actions of the General Education Council in forwarding a bill to the faculty senate in consideration of the credit hour reduction.

-Currently, Brian Denton is completing an institutional effectiveness assessment project that includes analysis of last year's results for the senior survey and the 2018 NSSE and FSSE surveys. The objective is to create a triangulated analysis that identifies strengths and opportunities for enhancing student learning related to the themes presented in the surveys. The report will serve to inform multiple sub-populations and disciplines institution-wide including the General Education program.

- v. It was recommended that additional resources be dedicated to professional development and faculty training in teaching and learning effectiveness including assessment topics.

-This recommendation was honored with the New Faculty Orientation session and handbook dedicated to Student Learning Outcomes Assessment. The quality assessment practices online asynchronous course is fully developed and all faculty and graduate teaching assistants have access to this free course and the affiliated course materials. We are in the process of dedicating additional personnel resources to improve capacity in providing these services to faculty; however it is not likely that the addition will occur during the 2018-19 academic year.

- vi. Finally, it was recommended that there be additional faculty efforts directed toward clarifying existing and determining new language used in framing the multicultural and cultural competencies topics. And, to further assess how diversity and inclusiveness are integrated into the general education curriculum.

-ESU is currently searching for a new Chief Diversity Officer and in conjunction with faculty and members of the University Diversity and Inclusion Alliance, this

work is in progress. The timeline for completion of this most important work has yet to be determined. The work includes multiple units and it is complex. The general education piece is one of many parts to this institutional goal.

- c. GEAT III – Surveys are complete and have/are launching in February and March
 - i. To date, we have 106 respondents to the Goal 4 survey, findings will be forwarded to GEAT when the survey closes.
 - ii. All GEAT meeting documents are transparently shared on OIRA website
 - iii. Reporting for the Goal 4 and Goal 6 assessments due in May
3. Review of the HLC Evidence Document for Relevancy (0613-Future Planning Efforts and the HLC GE Workshop: sent as attachment with this agenda). The documents were reviewed prior to the meeting.
4. Future Assessment Planning and Informing Strategic Changes – What does this look like?
 - a. GEAT IV-2020 – Direction for next year? We will engage faculty in an external environmental scan focused on four distinct areas (high school curriculum, employer expectations for 21st century graduates, peer institution general education models and strategies, and professional organization directives and state-of-the-art evolutions of general education movements).
 - b. Using Assessment to maintain and evolve the program – When we have completed the GEAT IV-2020 work, we will have positioned the General Education Council and the faculty with a body of assessment data that can be used to inform next steps in the evolution of the General Education program.
 - i. Maintaining the currency of the existing curriculum
 1. Course level – Faculty continue to engage in course level assessment practices designed to improve the student learning experience on a course-by-course basis.
 2. Goal level – The next generation of GEAT work will be identified and structured to identify multiple year cycles of work to be completed to provide succession planning for the program assessment efforts.
 - ii. Evolving the Program – The work of the GEAT IV-2020 will be charged with answering the questions posed in this section of the program assessment and analyses.
 1. Alignment with the external environment
 2. Change in structure
 - a. Open Election versus Cafeteria Plan
 - b. Adaptions to discipline specific credit hour requirements
5. Open Discussion – Next meeting to include GEAT IV-2020 Charge Recommendations as Jo and Rich will work on this document and request our next meeting date/time.
6. Meeting Adjourn