

General Education Assessment Team Meeting

10-03-2018 and 10-5-2018
Room 109 – Roosevelt Hall
2:00 – 3:00/3:00 – 4:00 p.m.

Minutes

1. Goal Level Analyses: continued from the 9-14-2018 meeting.
 - a. Prior to the meeting, the GEAT were directed to read and become familiar with the two previous GEAT annual reports.
 - b. Review the GE Goal 4 and Goal 6 Course Mapping document,
 - c. Review the Memorandum General Education Assessment Team Year 3 document, and
 - d. Read the Goal 4 and Goal 6 Preliminary Questions for Assessment Framework May 2018 document.

2. Gaining Perspective on GE Goals 4 and 6
Wednesday, 10-3-2018 meeting
 - a. Goal 4: Carol Lucy, Shawna Shane, Mary Shivley
 - i. Review of the goal and objectives including courses mapped via the Course Catalog and those mapped by submitting assessment results using the assessment reporting tool (2015-2017).
 - ii. Pondered questions:
 1. What is personal well-being and how is it promoted?
 - a. How to effectively function in society
 - b. Personal advancement
 - c. Mental and physical health
 - d. Articulating sense of self and self-control
 - e. Wellness as embedded in culture, relations, emotions, spiritual, and financial knowledge and affiliated decisions and behaviors
 2. What is social well-being and how is it promoted?
 - a. Social settings – groups meaning more than one person
 - b. Leadership in multiple contexts promoting well-being
 - c. Personal and Social well-being can exist concurrently and can be a part of the learning experience
 3. What knowledge and skills are necessary to promote personal and social well-being?
 - a. Related to the topics mentioned previously, in order for promotion to occur, the learner must have a frame of reference or a body of knowledge that is used to make decisions or to advance the knowledge through application and evaluation skills related to the personal or group decisions or action.
 - b. The mindset (self-confidence/self-esteem) was also considered as important for the learner to have the ability to think and act autonomously and to reduce the

influences of bias (peer pressure, cultural norms, personal habits, etc.)

- iii. Evaluation of expected knowledge and skills
 1. What would the evaluation of these knowledge and skill constructs?
 2. The group reflected on their experiences as teachers of these content knowledge and application skills concepts.
 3. It was considered important to gain an understanding of how these contexts were being taught across the curriculum.
- iv. Efficacy of integration into the curriculum
 1. What levels of learning are being covered in the curriculum?
 2. Are the same topics being covered at the content knowledge level?
 3. Is the learning progressive where students can learn about the well-being topic, then progress to higher orders of learning like applying, evaluating, and creating new knowledge?
- v. Are we doing what we say we are doing? Are the topics being covered in the courses and is the learning relatable to the objectives.
 1. Are we truly demonstrating the ability to gather, analyze and use information to make decisions that promote personal and social well-being? What does this look like in the form of student learning/assignments/performances/evidences of student learning? We spent quite a bit of time talking through these details as the GEAT knew it exists in their own specific disciplines and courses.
 2. The following two objectives (B and C) were deemed redundant: Demonstrating awareness of operations of civic and societal institutions (objective B) and Identify issues that inform and affect civic and societal institutions (objective C). In addition, the terminology in these two objectives was questioned. For example, what is meant by 'operations of civic and societal institutions'? What is implied or defined by the term 'institutions'? The GEAT was encouraged to use their expertise to formulate recommendations to the General Education Council based on their assessment of the goal and that their lenses of expertise are vital as they assess the general education program at the goal level.
- vi. At the end of the meeting, the GEAT were provided with the purposes for the assessment practices as shown in the memorandum charge.
- vii. There were various strategies and ideas generated to gather more information and to gain a deeper knowledge of how the concepts of personal and social well-being are integrated into the existing curriculum. This direction will be explored further and options will be identified and evaluated for purpose and practicality in the next meeting.

Friday, 10-5-2018 meeting

b. Goal 6: Deborah Hann, Alivia Allison, Heidi Hamilton

The GEAT reviewed the power point information shared by Rich. A number of topics were identified as Goal 6 and Objectives A and B were reviewed.

- i. As an outcome, a student's ability to make connections among the ideas and perspectives of multiple disciplines occurs over the duration of the general education program as students become proficient in GE Goal 2 where students learn knowledge of concepts and principles in a wide range of academic disciplines. It is through completion of these courses that the multiple-disciplinary perspectives are developed.
- ii. In objective A. the term "for" multiple disciplines, should be a different term maybe "across" instead, or "perspectives of" or "pertinent to".
- iii. Not sure that the word "discipline" is commonly understood by everyone including students.
- iv. Not sure that students are able to make connections to the real world or other "disciplines" as a part of what they are learning in a particular GE course.
- v. Not sure that students are being challenged in their general education courses to "apply knowledge" from the perspectives of multiple disciplines (contesting the level of the learning experience and the intentionality of the construct of "ideas and perspectives" of multiple disciplines. This may be higher order learning that is occurring in "major program courses – upper division".
- vi. Problematic: No classes listed in the Course Catalog
 1. Assumed to be covered by other classes - A few courses intentionally include the relationship between what is being learned and how this influences/impacts other topics within other disciplines. Debbie (GE101), Alivia (ES110), and Jo (MA110) gave examples of how GE Goal 6, Objective A was being integrated into the curricula of existing courses.
- vii. Can we demonstrate through our curricular maps? - Typical general education courses cover the "discipline" of the course, not necessarily recognizing that a student should/will be able to apply other disciplines than the one of the specific course. We formulated asking faculty a question in a survey that asks him/her to identify disciplines other than their own which are considered important for other students to know about.
- viii. How do we measure accomplishment of Goal 6? - Not sure that students are able to make connections with multiple disciplines, thus almost impossible to measure. Although faculty may include a variety of disciplines in their students' learning, is the ability to make connections among other disciplines reflected in the way in which students are being evaluated on their course requirements (assignments, projects, papers, etc.)? Is the concept of explore and comparing complex ideas for

- multiple disciplines or applying knowledge as such being reflected in the grading schemes/rubrics? This is the “How do We Know Piece”
- ix. The “methods of inquiry” related to exploring and comparing complex ideas and a student’s ability to “apply knowledge from the perspective of multiple disciplines” was considered worthy of further study to gain an understanding of how this comes to be, where it exists in the current general education curriculum and
 - x. Should Goal 6 be integrated into other goals (e.g. Goals 2 & 3)? The GEAT talked about the potential to being the concepts related to GE Goal 6 into GE Goal 2, including the revision of the knowledge. The idea was to create a goal that was specifically representative of the intention of GE Goal 2, and to align concepts of GE Goal 6 with language that represents specifically what we want our students to be able to competently demonstrate (thus measureable).
 - xi. We didn’t discuss Goal 6 being a component of Goal 3.
 - xii. If so, how could goal 6 be incorporated into other goals?
 - xiii. Research questions and hypotheses to test? We didn’t address this topic, however we did visit about using a survey (sent to all GE faculty) to further identify how this multidisciplinary concept was embedded in their courses.

3. Next Steps for the GEAT groups:

- a. GE Goal 4 Group – Review Syllabi, Gain Access to Assignment Prompts, and Strategic Planning for Focus Group work with selected Faculty who teach courses mapped to GE Goal 4.
- b. GE Goal 6 Group – More work is needed to identify exactly how we want to go about identifying how GE Goal 6 exists in the current GE curriculum. The lack of courses aligned with Goal 6, doesn’t necessarily require a syllabi review. It is a bit more complex than reviewing SLO’s on syllabi. We talked about how to get more information from faculty members and to help further define just what it is that we are doing? This topic is to be discussed further in our next meeting.

4. Meeting adjourn at 4:20 p.m. and 3:00 p.m., respectively.