

General Education Assessment Team Meeting

11-07-2018

Room 109 – Roosevelt Hall

3:00 – 4:30

I. The GEAT reviewed the power point notes from the previous meeting.

Questions:

- a. What is personal well-being and how is it promoted by the courses in our General Education program? *The idea is to discover the depth and breadth for how the concept of personal well-being is defined and integrated into the General Education program. We recognized the listing of courses that are presented in the Course Catalog (PE100, HL150, BU241, BU293, and SO261) and believe that there may be additional courses where faculty have personal well-being as a part of their curriculum.*
- b. Good discussion of what it is (e.g. effectively functioning in society, personal advancement, mental health, physical health, sense of self, self-control, etc.) but how do our courses attempt to promote it? *It was determined that the best way to identify the level of learning which is occurring and how students move from learning about the concept of personal well-being to actually promoting it in their behaviors is to use personal interviews and focus groups to gather data.*
- c. What is social well-being and how is it promoted by the courses in our General Education program? *We recognized the listing of courses that are presented in the Course Catalog (SO261, LR170, and CW111) and believe that there may be additional courses where faculty have social well-being as a part of their curriculum. We will look at the existing curriculum maps to determine additional course affiliations with GE Goal 4.*
- d. Again discussion of what it is (social settings/group before self, leadership, etc.), and how do we measure that our courses are effectively promoting? *To study how the promotion is occurring, we will want to interview the faculty; and if available study the assignment prompts for the courses to determine the levels of learning included in the course. We are wanting to determine if we are actually requiring students to progress from learning content knowledge to employing application skills such as promotion behaviors.*
- e. What knowledge and skills are necessary to promote personal and social well-being and how are they incorporated/promoted by the courses in our General Education program? *It is important for the faculty to provide definitions of personal and social well-being. Gaining an understanding of how these two concepts are defined and how varied the definitions exist among those faculty who teach GE courses is important to informing our assessment of the goal. Are we covering the following in our courses?*
 - i. Learner's frame of reference/body of knowledge necessary
 - ii. Learner's ability to maintain appropriate self-confidence/self-esteem

- iii. Learner's ability to think and act autonomously to reduce negative influences of bias (peer pressure, cultural norms, personal habits, etc.)
 - f. Are we doing what we say we are doing? *Gaining an understanding of how faculty are actually designing and measuring student learning relative to the personal and social well-being constructs in our general education program is vital to determining if we are matching learning experiences to stated goal objectives.*
 - i. Are we truly demonstrating an ability to gather, analyze and use information to make decisions that promote personal and social well-being? Is this really what our courses are teaching?
 - ii. Learning objectives B & C contain some redundancy – How can you separate “awareness of operations of civic and societal institutions” and the ability to “identify issues that inform and affect civic and societal institutions”?
- II. Next Steps
- a. What is our experimental approach? *Personal Interviews and Focus Group Methods.*
 - b. Review syllabi – Do course goals and learning outcomes match our general education goals and objectives? *At this time, it is not believed that a review of the syllabi would provide the depth of knowledge we are seeking in our assessments of the goal as it currently exists in the curriculum.*
 - c. Gain Access to assignment prompts – Do the assignments seem to target general education goals and objectives? *Because of the GEAT II members, we already have access to some assignment prompts. As a part of the personal interview process we will try to secure additional course assignment prompts.*
 - d. Strategic planning focus group – Can we organize a focus group of professors/instructors teaching courses used for Goal 4? Do they have suggestions for improving the goal, how we teach it, and most importantly how we measure success in student learning? *The idea is to do personal interviews first, then bring together a small group of faculty to have focused discussions relative to these questions.*
 - e. Other ideas? *We won't begin the interviewing process until the spring term, but intend to do so immediately after the term begins. We want to complete the interviews and focus groups in time to report and make recommendations to the General Education Council. Rich was going to write some initial interview questions and distribute to GEAT for vetting and revision.*
- III. Meeting adjourn at 4:20 p.m. The next meeting is scheduled for Friday, December 5th at 3:00 p.m.