General Education Committee (GEC)  
Monday, November 16  
11:00 a.m. to 12:00 p.m.  
410 Mrak Hall  

Meeting Summary  

Present:  Daniel Cebra, Ricardo Castro, Zhi Ding, Laurie San Martin, Jan Szaif, Becca Thomases  
Absent:  Mark Goldman, Huaijun Zhou, David Michalski (AF Rep), Inayah Baagee (ASUCD Rep)  

I.  Create a Mission Statement:  What are the goals for the committee this year?  
Chair Cebra presented a draft mission statement:  
One of the strengths of the US higher education systems is the breadth of education. This develops free thinking opened minded individuals who can drive forward innovation and fosters communication and collaboration. To meet these goals, UC Davis has developed a set of eight general education literacies which span the breadth of the education opportunities available at UC Davis. This committee aims to assess how well the courses that are being offered satisfy these core literacies. This assessment is broken down into three core questions:  
• First, do the instructors communicate the learning goals of the literacies for which their courses have been approved to the students?  
• Second, do the assignments demonstrate that the instructors are assessing these literacies and requiring competency to pass the course?  
• Third, do the students demonstrate competency in the required GE literacy for the course?  

II.  Assessment Rubrics –  
The assessment template from last year is similar to what the committee will likely want this year, but would like to change statements to be quantitative rather than qualitative. Programs did not receive any reports, so the committee would like to change that so they receive feedback. Biggest concern is course drift and how to avoid. Report to programs should state that the intention is purely advisory, and these reports should not go forward to administration, but a separate report should go forward to administration. Student work assessment is the biggest challenge for the committee since they don’t feel qualified to judge work out of their discipline.  
Chair Cebra projected a rubric to be used for assessment.  

III.  Strategy and Assignments –  
Action:  Chair Cebra will divide and assign reports from Cluster 1 to committee members by the end of this week and members will review syllabi and assignments and use rubric to assess. Members will also review student work for discussion at the next meeting on possible ways to assess.