Unable to attend:  Mark Goldman, Zhi Ding

I. Welcome and Introductions

II. Selection of Vice Chair - delayed until future meeting

III. Create a Mission Statement: What are the goals for the committee this year?
Chair Cebra named three major goals for the General Education Committee
  1. Determine if instructors are cognizant of general education requirements for the course – are goals established?
  2. Assess if courses are delivering the general education for the course
  3. Assess if students achieved the stated general education goals

IV. Issues to resolve - Last year was the year to implement the process that was established the year before. Current concerns from the committee included:
  • Once approved for GE, there is currently no way to decertify courses that no longer deliver GE
  • Programs receive no feedback or reports once GE assessment is complete and sent to Undergraduate Council
  • The budget model drives GE offerings in order for departments to acquire more students
  • Data received was in various formats and too cumbersome. Must be streamlined
  • Assessment of data was difficult – syllabi most useful, student work least useful
  • Literacies chosen for review did not match programs under review
  • Reviewing student work doesn’t necessarily prove student learning of GE, so GEC must determine the best way to assess student work

V. Ideas from the Committee:
  • Propose periodic COCI review for GE.
  • GEC send programs assessment results and include courses with concerns and recommendations
  • GEC remind program directors that GEC is looking at this issue in hopes the information would transfer to faculty teaching GE courses
- GEC be more systematic in assessment i.e., use ranking rubric with scores 1-3 to rank how well objectives were met and include comments/reasons for those with lowest ranking
- Include in reports to UGC patterns or overall assessment e.g., “The majority of programs in Cluster 2 did not rank well in Oral Literacy.”
- A database for syllabi would be helpful
- For the future, GEC should use the list of GE courses taught (available from the Registrar’s office) to determine which literacies should be evaluated each year to ensure they align with the programs being reviewed. GEC can then notify programs more specifically what information they want to receive from each course.

Due to the poor alignment of programs to literacies reviewed last year, Chair Cebra suggested the GEC look at all but Visual and Writing literacies this year. Those two literacies were thoroughly reviewed last year.

VI. Timeline:

A. Cluster 3 kickoff meeting is mid-April. Process must be finalized by February to incorporate into kickoff presentation
B. Cluster 2 data due with program self-reviews January 1, 2016
C. Final GEC reports must be to UGC before June 3

VII. Action Items:

A. Debbie will post spreadsheet of GE courses offered from Cluster 2
B. Chair Cebra will contact Cluster 2 programs to ask specifically what they will be submitting to GEC
C. Chair Cebra will organize Cluster 1 data that was received from programs