

General Education Program Assessment
Steering Committee
Minutes
August 4, 2017
10:00 a.m. – 11:00 p.m.

Members Present

David Cordle (Provost and VP for Academic Affairs)

Brent Thomas (Dean LA&S)

Rich Sleezer (Associate Dean of LA&S and Director of the General Education Program)

JoLanna Kord (Assistant Provost for Institutional Effectiveness)

1. The minutes of the July 17, 2017 meeting were reviewed and accepted as written
2. The GEAT 2 – 2018 Charge and Membership were reviewed and agreed upon. The topics covered in discussion also included the way the members would be notified. Rich had received acceptance from some of the faculty and was in the process of confirming those who he hadn't been able to meet with yet. The stipend amount was determined to be equitable for the time commitments needed as per the charge, and it was determined that despite budget cuts this commitment to general education assessment was crucial to continued study of the General Education Program at the goal level.
3. HLC General Education Workshop, February in KC
 - a. Identifying Attendees – the commitment to this workshop was confirmed and an extensive discussion included the number of individuals needed to attend, what the expertise of the group should be, what type of distribution between administrators and faculty was best, and what the commitment timelines to HLC and to recruit the members would be best.
 - b. Charge for the Group – Multiple topics were introduced and outlined accordingly. The committee engaged in a lengthy discussion about the best strategy to gain the most good from the workshop participation.
 - i. It is recognized that the current General Education Assessment plan is effective in growing faculty participation in course embedded assessment practices and the program review cycle is in place to assess the program at the goal level over time.
 - ii. The next three-years (AY2018, AY2019, and AY2020) of the GEAT are planned with the intentions of completing the assessment of all program goals. In addition, those findings and recommendations from the GEAT reports are to be implemented to improve the program in those years

subsequent to the sharing of the findings with the General Education Council and appropriate entities.

- iii. Develop a Long-Term GE Assessment Plan Timeline to include adapting the existing assessment plan to become more simple and easy for all to understand.
 - iv. Create a mechanism for the GEAT findings and results to be followed through for multiple years as deemed pertinent to accomplishing recommendations.
 - v. Utilize a small ad-hock group to engage in long-range sustainability planning to ensure that the continuous assessment practices are maintained and are adaptable to meeting the future needs for continuous quality improvement of student learning experiences.
 - vi. Create a Multiple-Year Plan for GEAT work to enable more advanced planning and collaborative efforts,
 - vii. A strategy dedicated to scanning the external environment to inform pedagogy in matching student learning styles and evolves the curriculum in preparing students for academic success in their field of study, meanwhile ensuring the learning of key skills, knowledge, characteristics, traits, and dispositions that meet employer expectations and provide students with lifelong adaptive skills.
 - viii. Identify a Plan to Adapt to the impact of the notification by ACT, Inc. that the Collegiate Assessment of Academic Proficiency is being discontinued as of January 2018. This information combined with the Policy change by the Teachers College allowing for the achievement of an ACT Composite Score of 22 to meet Education Program entry requirements; thus reducing the need for students to meet threshold scores on either the ETS-CORE or CAAP. Research showed that this change in accepting ACT Composite scores as meeting program entry requirements would reduce the student subpopulation taking the ETS-CORE or CAAP by approximately 55%. These changes together compromise using the ETS-CORE as an External Direct assessment instrument that can be generalized to the larger undergraduate student population.
 - ix. The committee ended this discussion with the intention of thinking this through in more detail with the notion that further discussion will happen at the next meeting.
4. Open Discussion – none as meeting time had expired
 5. Meeting Adjourn at 11:05 a.m.