

AGENDA
General Education Council Meeting
Tuesday, June 28, 2011
Nevins 1060C

Members in Attendance: Byron Brown, John Gaston, Brian Gerber, Sheri Gravett, James LaPlant

Guests: Kathe Lowney

1. **Approval of minutes for May 24, 2011 meeting**

2. **Current Status of VSU General Education Assessment Project:**

FEEDBACK REPORTS DUE ON FALL 2010 ASSESSMENTS

PHASE TWO TEAMS (ART 1100, MUSC 1100, POLS 1101, SPAN 1002, RELS 2020, PHIL 2010, THEA 1100)

PHASE FOUR TEAMS (ASTR 1010K/1020K, MATH 1101, CHEM 1211L/1212L)

Bold: feedback reports received

DATA COLLECTION IN SPRING 2011

PHASE ONE TEAMS (BIOL 1010/1020L 1030/1040L, **COMM 1100** (Spring 2010 data incomplete), ENGL 1102, MATH 1111, PSYC 2500 (no Spring 2010 data))

PHASE THREE TEAMS (ECON 1500, ENGL 2110-2130, GEOL 1121K, **HIST 2112, PERS 2730**)

3. **Preparation for Assessment of New Core:**

DRAFT EMAIL TO DEPARTMENT HEADS

Deans, Department Heads, and Directors:

If faculty in your departments teach classes in VSU's core curriculum, the General Education Council (GEC) needs your assistance with three important events for this fall:

- (1) Make sure that all syllabi for core curriculum classes have the appropriate learning outcome for the core area, and if designated, the appropriate learning overlay.

As we discussed in our spring workshops, the new learning outcomes for each core area as well as the three "overlay" learning goals will all go into effect in Fall 2011. The complete list of new learning outcomes and goals as well as the classes for each is available at <http://www.valdosta.edu/academic/VSUCore.shtml>. All syllabi for these core courses should have the learning outcome for their designated core area. Those courses that have been designated for one of the three learning goals should also include that goal. If your core courses are also used as part of your major (in Area F or in the major itself), their syllabi should also include the relevant learning outcomes for your major.

- (2) Discuss with your faculty the development of an appropriate assessment activity for all core curriculum courses that will measure the designated core outcome or the overlay.

Guidelines and worksheets for designing embedded assessments are available at <http://www.valdosta.edu/gec/MaterialsforDept.GenEdAssessmentTeams.shtml>. These tools are designed to help faculty members examine the new learning outcome or goal, to define its terms in light of the specific course to be assessed, and to provide a process by which a departmental faculty could design and plan the implementation of an assessment activity. **GEC members will be glad to come and work individually with departments on the process for developing assessments.**

Assessment activities should be implemented in all course sections; however, in some cases where assessing the collected data may be difficult because of the large numbers of student samples involved, statistical sampling may be used. To ensure that these samples are reliable, any department planning to use statistical sampling should present its plan to the General Education Council (GEC) for its approval. Departments should use a sample size calculator, such as the one available at <http://www.surveysystem.com/sscalc.htm> to justify the correct size of the sample population for a 95% confidence level and a 5% confidence interval (margin of error).

Departments should also present a plan for how the random sample will be generated.

To help departments **determine if statistical sampling will be appropriate**, IT has prepared core course enrollment trends since Fall 2008 (**see attached**).

To plan good embedded assessments that can be used throughout the department (among all full-time and part-time faculty members, including those at Kings Bay), we will need some time, so the General Education Council (GEC) has asked that worksheets for the first classes your department intends to assess be submitted by **November 1, 2011**, with assessments scheduled to be administered either in Spring 2012 or Fall 2012 (depending on the assessment schedule for all the courses in your departments).

- (3) Encourage faculty members who teach in the core curriculum to attend the annual Core Curriculum Meeting on Tuesday, August 9, from 1:30-3:00 p.m. in the UC's Magnolia Room 2.

At this interactive and discussion-oriented meeting, faculty members will have the opportunity to meet others who also teach in the core and share strategies for meeting the needs of core curriculum students, no matter what the discipline or the course. **For planning purposes, please let me know approximately how many faculty members from your department will be attending this meeting. Those faculty who may be working on developing assessment activities are especially encouraged to attend.**

4. Preparation for Core Curriculum Meeting: Tuesday, August 9, 1:30 pm

TENTATIVE AGENDA

As faculty members enter, the following printed materials will be available:

- VSU's New Core Curriculum and Learning Outcomes
- Guidelines for new core
- Why do we need to assess our core classes
- List of journals for the scholarship of teaching and learning

Seating will be provided at tables with approximately 8 faculty members per table. Each table will be provided with large sheets that could be affixed to the walls and markers.

1. Greetings from Provost and Vice President for Academic Affairs, Dr. Phil Gunter
2. Greetings from GEC Chair, Dr. Sheri Gravett and overview of the charge of the General Education Council
 - Overseeing and maintaining the integrity of VSU's core curriculum;
 - Promoting the importance and quality of core curriculum courses in VSU's colleges and departments;
 - Providing guidelines, assistance, and review to departments proposing new courses in the core curriculum;
 - Establishing and reviewing policies related to the transfer of core curriculum courses;
 - Collecting, examining, and reporting on current assessment data on the core curriculum, in particular looking at how well student learning outcomes for the core curriculum are currently being met; and
 - Developing and implementing an assessment plan specific to the core curriculum.

Focus for today is on #2: How do we work to promote the importance and quality of core courses?

3. Table Activity: Questions for brainstorming
 - What have been some of your successes and failures in teaching in the core?
 - How do your students view the core?
 - How do you think faculty view the core?
 - What are the challenges of bringing student and faculty views together?
4. What are some useful resources to assist faculty?
 - Backward Design template
 - Bloom's taxonomy
 - Tips from the Civility Literature Checklist
 - What other resources would faculty like to have available?

5. **Another great resource is our colleagues:** Sharing strategies for designing new activities for core curriculum classes: Presentation by Dr. Kathleen Lowney
6. Announcement of Core Matters Conference

5. Next GEC meeting: Tuesday, July 26, at 2 p.m. in Nevins 1060C