

General Education Curriculum Committee
Meeting of February 13, 2015, 2:30

Minutes

Attending (Voting): Banks, Bradley, Cobourn, Desoky, Fernandez, Futrell, Hagan, Pack, Reynolds, Singleton, Song, Swanson, Wright

(Non-Voting): Barrow, Billingsley, Carden, Dietrich, Gilchrist, Reed, Partin, Shanahan, Wiggins-Romesburg

Approval of Minutes

The minutes of December 12, 2014, were approved.

CD Petitions Update

Wiggins-Romesburg reported that two CD petitions were approved, two were denied, and two were ineligible. Some students are not following the instructions on the web site. Others may have been misinformed by advisors. Billingsley was concerned if this is the case.

***Action:** Wiggins-Romesburg will follow up with specific advisors regarding petition procedure.

NS Assessment Training

The NS assessment training was conducted on February 6 (see detailed handout on scoring training and the assessment process). Wiggins-Romesburg reported that there are 13 assessors, three from education, one from engineering, and the others from natural sciences. A total of 296 artifacts were assessed as follows, with a low count from Chemistry and Geography & Geosciences:

136 Biology
11 Chemistry
4 Geography/Geosciences
11 Health and Sport Sciences
134 Physics

Regarding the low percentage of collected artifacts, there were several contributing factors: 1) Multiple-choice tests are not eligible; 2) faculty members were not informed of the process until October due to the change in assessment directorship; 3) there was an assumption that lab reports could be used rather than providing the official roster of students from the Registrar's Office; and 4) some labs were only 8 weeks in length, therefore, these artifacts had been returned to students. Several of the NS courses are embedding the gen-ed CT component. Anthropology is a good example for how this is done.

Shanahan commented on the relationship of UofL's gen ed assessments to SACS and to the statewide general education outcomes. She'd like to see these connections in the rubric. Specific to the NS rubric, the language may need to be tightened. Faculty members are willing to assist with revisions.

The assessment office will conduct a survey to get feedback on the assessment process and the NS rubric, which will help to guide future assessments. Natural Sciences, in particular, seems to be a difficult content area to assess because the artifacts are content heavy. For example, biology (labs) and physics take a different approach as to how to apply the rubric and measure CT. The artifacts were varied, which contributed to the complications of the assessment.

***Action:** Shanahan will consult the former assessment subcommittee to re-visit the NS rubric and also pull from the expertise of the NS faculty.

CPE 2014 General Education Assessment Report

Shanahan discussed the general education assessment report that her office prepared for CPE. The gen ed assessment rubrics use a four-point scale with 4 indicating performance of the standard as "clearly evident," 3 indicating performance as "usually evident," 2 indicating "minimally evident," and 1 indicating not evident. The criteria goal is that 60% of the artifacts score at level 3 (usually evident) or 4 (clearly evident) on the assessment rubrics for critical thinking and effective communication, and 20% of the artifacts score at 3 (usually evident) or 4 (clearly evident) on the assessment rubric for cultural diversity. The report shows how UofL is performing, and she asked the committee to think about where they want to go from here. Another report is forthcoming. It shows the progression and trends of the cumulative assessment results 2010-2014. The GECC endorsed the CPE Assessment Report.

***Action:** Shanahan will move the report forward. Following a quick approval by the Provost, it will go to the CPE.

21st Century Gen Ed Task Force

Billingsley shared the January 16 minutes of the first meeting of the Gen Ed Task Force, and will continue to share information once a web site is set up. The following GECC members also are serving on the Task Force: Banks, Brueggemann, Dietrich, Shanahan, and Swanson. Billingsley commented on some alarming data regarding general education grades in one category. Math had the lowest GPA and Arts & Humanities the highest. Specific GPAs for the following categories were reported: OC 3.3, WC 3.12, SB 2.8, and NS 2.35. Further, he reported that for 1056 gen ed courses, there are 537 full-time faculty and 168 part-time lecturers. A number of labs are taught by GTAs. Dietrich added that term instructors are to be just as qualified, according to REDBOOK guidelines, and that not all faculty are tenured or on the tenure track.

The initiation of a new gen ed program necessitates a long process. Simultaneously, the assessment program must go on. The significance of the grades is still unknown. Generally, GPA grades go up for those who go on to graduate school. There's a particular interest in the number of D, F and W grades.

Regarding the future role of the GECC, Billingsley expects that it might be structured differently. In the meantime, surveys will go out from the Task Force for faculty feedback. The GECC still is charged with oversight of the gen ed program. In the past, courses were the building blocks of the program.

Web Updates: Assessment Documents

Shanahan provided the updated assessment guidelines and FAQs and pointed out the types of changes, including the alignments with the SACS requirements and the Statewide Assessment Plan. Overall, the process was made clearer, including the use of LiveText and selection of readers. Regarding the results, they currently are shared with the committee, but SACS will need to know what UofL is doing with the data. Gilchrist commented on the SACS workgroups, which are going well and placing UofL in a good light generally. However, she concurred on the big issue with SACS regarding what is being done with the assessment results to make continual improvements to the courses. The GECC approved the revisions to the documents.

***Action:** Carden will post the revised documents to the General Education web site.

Prepared by Kathy Carden