

GECC Meeting Minutes 09/10/09

Present: Dr. Carol Guerrero-Murphy, Dr. Stephanie Gonzalez, Dr. Ed Lyell, Dr. Marty Jones, Prof. Margaret Doell.

Absent: None

Dr. GM called the meeting to order shortly after 4pm and proceeded to review the committee's charge. This was modified in fall 2009 to include review and critique of assessment data and to make policy recommendations rather than fill as a staffing function.

The assessment plan shifts responsibility and designation of GECC as sharing assessment responsibility with AC and Faculty Senate. GECC will gather summaries regarding Gen Ed assessment from chairs and make recommendations.

It was noted that NSSE gathers much of the less measurable of Gen Ed goals.

Last year Goal #4 was assessed. This year will be Goal #3. Goal #3 states that graduates will gain the development of a global perspective (cultural, historical, societal, and scientific) from which a strong set of ethical and moral values can evolve.

There was some discussion about what exactly GECC's role is regarding analyzing Goal 4 assessment reports and what we are expecting from departments. It was suggested that we will receive up to 13 reports that need to be analyzed for patterns and meaning.

A number of questions were raised and discussed. These include:

- Are majors getting more gen ed in their major than in through the general education curriculum?
- Should the process of assessing Gen Ed include just Gen Ed classes or all courses in the program? i.e. are we assessing Gen Ed in programs or Gen Ed classes? Does this need to be clarified?
- What are the best ways of college-wide assessment of Gen Ed? The AP exam proved problematic as it was done in the past. Should every Gen Ed goal be assessed by every program?

Additional discussion revolved around the following points:

- Any college-wide assessment such as the AP exam won't differentiate between where students acquired the knowledge (Gen Ed class versus other coursework).
- Assessing seniors is the only way to ensure that students have completed the bulk of their Gen Ed and major coursework.
- Should we do an in-house built exam and compare freshmen and senior

- results?
- Senior assessment as part of the capstone class or AP exam given in capstone class would catch most students; more research into other general exit exams for seniors may be needed.

It was noted that responsibility for assessing Gen Ed s not specifically assigned to disciplines or departments and that the goals are broad.

It was agreed that we will accept either a focus on how programs assess majors for their competence with Goal #4 or a focus on how specific Gen Ed classes accomplish Goal #4 SLOs. Goal #3 plans should include both aspects.

It was agreed that we need to look at results for at least one assessment cycle before we decide on a college-wide assessment test.

It was determined that GECC needs t analyze NSSE results and determine how to best “close the loop”. This being said committee member will each look at one of the NSSE reports more closely for the next meeting and determine what is relevant for Goals #3 & 4. The reports were divided as follows:

- Comparison Groups – Ed
- Characteristics - **Error! Reference source not found.**
- Pocket Guide – All
- Multi-year – Carol
- Mean & Frequency – Stephanie
- Benchmarks – Marty

Margaret will try and find the original matrices aligning each course with Gen Ed goals in the HLC data.

It was also suggested that GECC committee members “adopt” departments in an effort train them in what is needed to assess Ge Ed effectively.

Meeting adjourned at approximately 5:44pm.