**General Education Program Review Ad Hoc Committee**

*Tuesday, July 26, 2016*

9:30-1:00 p.m.

Thomas Edison (Lee) Campus: U-202B

Collier: M-120A

**Minutes**

**Attendees**: Professor Don Ransford, Dr. Eileen DeLuca, Dr. Rebecca Harris, Dr. Brian Page, Dr. Wendy Chase, Professor Jane Charles

**Guest:** Dr. Jeff Stewart

**Absent:** Dr. Lisa McGarity

Don provided an update on the progress towards moving the GEPR ad hoc committee to a standing committee. During Collective Negotiations, the FSWFF (Union) and Administration signed off on an MOU that provides for adding a “General Education Advisory Council” to the list of Academic Standing Committees.

Don also provided an overview of the agenda for the meeting and welcomed Dr. Stewart.

Dr. Stewart shared his support for the work of the committee. He also shared his support for the new General Education Advisory Council (GEAC). He shared the intent to have GEAC membership expand to include faculty members from SoHP, SoBT, and SoE.

The committee reviewed data compiled by the Office of Academic Assessment (OAA). See attached PPT and spreadsheets. The OAA provided charts, graphs, and spreadsheets that summarized the identification of “Integral” and “Supplemental” General Education competencies by faculty from all Schools.

Committee members noted that in summarizing all submitted syllabi, each of the competencies were represented at least once as choices in both the “Integral” and “Supplemental” categories. The competencies named most often as “Integral” (with 100 or more syllabi) are

* **Analyze** and create individual and collaborative works of art, literature, and performance. (31% of syllabi)
* **Communicate** clearly in a variety of modes and media. (21% of syllabi)
* **Think** critically about past, present and future questions to yield meaning and value. (14% of syllabi)
* **Evaluate** and utilize mathematical principles, technology, scientific and quantitative data. (14% of syllabi)

Committee members discussed the high representation of the “Analyze” competency that had no analog in the previous General Education competencies adopted by the college. The acknowledgement in the submissions demonstrates that this is a competency that is emphasized by the college coursework and the new proposed competencies may be more inclusive and better representative of the college’s curriculum. It was also noted that while there is certainly substantial representation of this competency, the number may appear a bit inflated due to the large number of distinct music courses offered by the college, leading to large numbers of syllabi including “Analyze” as an “Integral” competency.

It was noted that there were small overall numbers of syllabi that acknowledged one or more “Supplemental” competencies (21% of submitted syllabi). Of those, the competencies named most often (with 20 or more syllabi) as “Supplemental” are

* **Evaluate** and utilize mathematical principals, technology, scientific and quantitative data. (22% of syllabi naming supplemental competencies)
* **Communicate** clearly in a variety of modes and media. (15% of syllabi naming supplemental competencies)
* **Engage** meanings of active citizenship in one’s community, nation, and the world. (15% of syllabi naming supplemental competencies)

The committee also reviewed competency representation across FSW GenEd Core Courses, by departments, and by Schools.

The committee also reviewed spreadsheets where the “Integral” and “Supplemental” courses were mapped across all submitted courses.

Committee members had some questions about the data and request clarification from OAA:

* For the “Competency Representation Across…” charts, does this included both “Integral” and Supplemental”? This may need to be clarified in the chart title.
* In cases noting “Humanities and Fine Arts,” does this include Social Sciences?
* In general, there may be some clarifying language added to chart titles.

Some trends noted by the committee:

* Faculty did an excellent job of identifying “Integral” competencies that receive time and emphasis in all course sections of a given course.
* The selections may represent a more focused representation of general education competency achievement in courses than the previous representation provided by the “third column” in the Roman Numeral IV section of the current syllabi.
* Some of the competencies may be underrepresented in both “Integral” and “Supplemental” competencies. Committee members discussed allowing departments one more review before final submission to the Curriculum Committee.
  + The Committee believes that there may be more courses that emphasize “Investigate” and “Research” than are being reported.
  + The wording of two of the competencies (Visualize, Think) have been revised since the initial faculty review. The previous language may have led to underreporting of these competencies. Due to this revision, faculty may find more alignment within their courses).
  + Faculty may limit reported competencies due to fear of not being able to produce assignments aligning with current General Education assessment tools. Faculty may need further education in this area and understand that the assessment model will also continue to undergo revision.

The committee discussed next steps for General Education program mapping.

* Once all syllabi are submitted, the spreadsheets will be completed and available for review.
* GEAC and discipline chairs can use the maps to determine whether there is sufficient competency coverage across the programs.
* The map can also be used for “what if” analyses to see how often students will be exposed to competencies based on various typical AA courses acquired in an AA and other degrees. This may inform whether additional emphasis is needed or if the competencies themselves require revision.
* LAC will review the mapping in order to discuss any revisions to the General Education assessment model to align it to the competencies. The committee will work to continue to create a faculty-driven model that provides meaningful data for course and program improvement.

The committee discussed providing a brief update on the revised General Education competencies during the Provost’s meeting during fall duty days. Committee members suggested providing all charts (electronically) to faculty and using the “Competency Coverage in Individual School” chart during the actual presentation. During the Provost’s meeting GEAC may

* Share data with 1-3 charts as visuals.
* Discuss the revised timeline and next steps
  + Faculty will have a final review of submissions, with an opportunity to re-submit Roman Numeral IV Worksheet.
  + Faculty will be given a deadline of October 21 to re-submit any worksheets for any courses they wish to revise.
  + All syllabi are submitted on behalf of the faculty by OAA as an information item for the November curriculum meeting.
  + Syllabi templates are revised by the Provost’s Office and are ready by December 2016 for implementation in Spring 2017.
  + Note installation of GEAC as a standing committee and invite participation from SoBT, SoHP, and the SoE.

The committee discussed fall 2016 Meeting of the Minds workshops. Members suggested focusing on competencies with lower reported representation across courses. It was also suggested that faculty from disciplines reporting specific integral competencies could be invited to help facilitate.

* **Research** and examine academic and non-academic information, resources, and evidence.
  + Jane, Wendy and Amy could collaborate to lead a workshop
* **Visualize** and engage the world from different historical, social, and cultural approaches.
  + Brian and Don could collaborate to lead a workshop.
* **Investigate** and engage the transdisciplinary applications of research, learning and knowledge.
  + Rebecca and Eileen could collaborate to lead a workshop. Rona Axelrod and Roz Jester could be invited as additional facilitators.
* **Engage** meanings of active citizenship in one’s community, nation, and the world.
  + Phil Wisely was suggested as a possible facilitator.

Eileen will work with TLC to identify possible times where faculty may be available just before or after other the department meetings on the 2nd Friday of the month. Possible dates are September 9 and October 14.