

University General Education Council
February 8, 2023, 3:30 p.m. – 5:00 p.m.
Zoom Meeting

Present: K. Witemeyer, J. Smith, R. Rama, S. Talley, M. Atkinson, R. Brown, K. Carroll, S. Sanders, L. Sharp-Penya, R. Ashlock

Absent: T. Naldoza, J. Jones

Ex-officio: B. Reeves, E. Gumm (C. Riley, G. Mihills, M. Allen were absent)

Guests: D. Counts, D. Kennamer

The meeting began at 3:30 p.m.

- Call to order by J. Smith
- Minutes from 11/9/22

No corrections, so minutes were accepted as approved.

Discussion Item

1. General Education Assessment Planning

J. Smith - Overall goals – We want to make sure students are making progress on the four general education outcomes. We have identified the courses we plan to assess, but now we need to look at how that assessment works. Our goal is not to assess the individual courses, but the overall outcomes.

We currently don't have anything set on our assessment for Outcome D1, D2, D3 and some gaps in Outcome A since those are not met by menu items (Communication, Bible, and Core). I would like to have 1-2 assessment measure for each overall item. There can be course-embedded assessment with rubrics. There is also the option of campus-wide assessment such as for the Cornerstone annotated bibliography, the Capstone paper, and writing-intensive courses. We would want to narrow these to align with our current outcomes.

We need to look at non-menu general education required courses and how we want to use those in our assessment plan.

R. Ashlock – I've worked with the capstone paper campus-wide assessment. I feel like it has been working well. It's a pretty good tool. With faculty chosen from different colleges, it gives a chance to see what other departments are doing. For example, I feel like Education does the best job in integrating faith and learning. S. Talley – I think we are wise to use existing structures. They need to be modified, but the habits are already established. We don't have to get faculty buy-in for something new. M. Sanders – My

experiences have been with the Writing Across the Curriculum assessment. I would be interested to see how departments are using that information. Is the feedback helpful? It is difficult to score essays from different departments with different ideas of how to write within their field. J. Smith – I think it is good to find ways to work together across the campus. It is nice to have a singular artifact to assess across all our majors. The assignment itself is flexible enough that we can change the requirements fairly easily.

R. Brown – The clearest one to me is COMM 120 to assign to A3. J. Smith – I think either the capstone paper or writing across the curriculum could work for A1. R. Brown – ENGL 111/112 can also fit in outcome A. M. Sanders – ENGL 112 would fit well with A1.

R. Brown – Are there certain Bible courses that can fit with each of the D outcomes? J. Smith – We have done pre-tests and post-tests in BIBL 101, 102, and 211. R. Ashlock – We are interested in testing biblical illiteracy. What we have done in the past in BIBL 101 and 102 is good, but we would probably need to simplify it. We have shifted the last few years to a more basic, what-have-you-learned model. We use BIBL 101 and 102 as a sequence. We are also planning to look at mapping the subpoints for D2 and D3. There is a piece of community in BIBL 102, but we would need to develop that more. Advanced Bible gets more complicated since the subject variety is so broad. R. Brown – It seems like you could create a survey that would address D2 pretty well to explore the student's expression of personal faith.

S. Talley – Does the capstone paper also hit D3? J. Smith – I think some departments combine those faith/vocation projects with the paper, but it is not required that they do so.

M. Sanders – I think the sophomore lit courses would hit the humanities outcomes. J. Smith – I would add history to that as well.

R. Brown – I think we can pencil in Math for C3, C4.

L. Sharp-Penya – I think the COMM 120 class would also fit well under A1.

J. Smith – That's good. As a note - just because a course fits more than one category doesn't mean that we should assess that course for all outcomes. That would be unnecessary. It's good to see all the possibilities and then narrow down our focus.

J. Smith – Let's look at our CORE courses. S. Talley – I want assessment done on both ends, not just senior-level courses, so having assessment for freshmen courses is helpful. R. Brown – C1 seems underrepresented. E. Gumm – I would agree that C1 makes the most sense for Cornerstone. There is a singular piece that we can assess with the annotated bibliography. J. Smith – We will need to see how CORE 115 fits into that as well. D. Counts – We don't have an annotated bibliography, but we have other assignments that can fulfill the C1 outcome.

J. Smith – From here, I would like us to continue to explore. I would like volunteers to reach out to department chairs to see how well courses we have initially mapped might fit the outcomes in actuality.

R. Rama – I'll take English.

S. Talley – I'll take Bible.

L. Sharp-Penya – I'll handle COMM 120.

R. Brown – I can talk to Math.

D. Counts – I can talk to Jackie.

M. Atkinson – I can take CORE.

J. Smith – I will give you a place to share your findings in the planning document. If we can get feedback by February 17, that would be great. J. Smith – I will look at the existing university assessments and make recommendations on revisions.

B. Reeves – It would be great if we can assess how our students are doing 2, 5, 10 years after graduation. J. Smith – That is a good thought.

The meeting adjourned at 4:32 p.m.