

General Education Committee Minutes: 4/30/2020

11 am – 12 noon, Online

Present: Victor Piercey (Director), Clifton Franklund (Assessment Coordinator), Paul Zube (FNTFO), Rachel Foulk (CAS), Monica Frees (RSS), Jimmie Joseph (COB), Mari Kermit-Canfield (FLITE), Kathryn Wolfer (Senate Liaison), Khagendra Thapa (CET), and Mary Beaudry (COHP).

Absent: Jacob Pollak (COEHS), Angie Mishler (Academic Counselors), Amy Greene (EIO), and Leonard Johnson (Academic Affairs).

Approval: These minutes were approved unanimously through electronic means between May 1, 2020 and May 8, 2020 (eight voting members participated in the electronic approval of these minutes).

1. Approval of Agenda: Approved unanimously.
2. Consent Agenda: Approved unanimously.
 - Minutes for 4/23/2020
3. Announcements
 - Summer Retreat
The Director of General Education mentioned that there will be a half-day summer retreat to address some policy questions that have arisen. The retreat will likely be online, and maybe a single half-day or may be spread out over a handful of separate, shorter sessions.
4. Discussion: Assessment Data Collection Process (Cliff Franklund)

The General Education Assessment Coordinator presented a streamlined data collection process. The Registrar's Office has established data-pull programs to generate a large spreadsheet listing every student in every general education course for a given semester, including the general education tags indicating the relevant competencies. The General Education Assessment Coordinator wrote programs in R that can generate reports from this spreadsheet, split the spreadsheet into separate spreadsheets for every section of every course, and generate emails to the instructor of record for each course with those spreadsheets.

With this process, faculty will only have to fill in some basic information (type of assessment, total points for the assignment they are using for assessment, and

scores on those assignments), then they can click on a link in the email to upload their spreadsheet to a space in SharePoint.

The data have to be moved from SharePoint to Nuventive/Improve. This will take about 60 man-hours. The General Education Assessment Coordinator and the Director of General Education indicated that they could do this for the short term, but the long term will require some additional volunteers that could be compensated with PDI. The latter point has yet to be discussed with Academic Affairs.

The committee asked about how the spreadsheets translate raw scores to rubric scores, FERPA, and expressed a concern about data security in SharePoint. The translation of raw scores to rubric scores is built into the spreadsheets we have been using since Fall 2017, and can be changed at any time. The process does not raise any FERPA violations since only faculty would have access to the SharePoint space. The data security concerns will be handled through permissions in the SharePoint space.

The committee unanimously approved a motion to authorize using this procedure. The General Education Assessment Coordinator will share the process with the Academic Senate at the May 6 meeting for further feedback.

5. Proposals

- Collaboration: SCJS 495 (note a second course is under revise/resubmit)
 - o Connected issue: should the requirement be 2 courses or 6 credits?

The committee discussed whether the Collaboration and Problem Solving requirements should be 6 credits or 2 courses. Members expressed pros and cons of fixing the requirement at 2 courses, regardless of credit load.

Pros: Since the requirement is programmatic, this gives faculty in the programs the decide the meaning of collaboration and problem solving in their disciplines. Focusing on courses instead of credits may also focus attention on the outcomes.

Cons: The number of credits allocated to a competency is a statement of value. If a program had two 1-credit courses for collaboration and for problem solving, and the university accepted this, it says something about how much the university values these competencies. Focusing on the number of courses instead of the number of credits may create problems with transfer and with our community college partners, although problem solving and collaboration courses

are usually upper-level courses that are taken directly at Ferris and not transferred.

One overall question raised in the discussion was the extent to which there is instruction of collaboration and problem solving skills in these courses.

The committee did not make a decision, and this question will be on the agenda in the fall.