

Council on General Education
April 8, 2014
10:00 a.m., Stevenson 141
Meeting Minutes

Presiding: John Poole

Attending: Brian Aitken, Anthony Crubaugh, John Hooker, Dave Malone, Janeen Mollenhauer, Sally Parry, Jonathan Rosenthal, Joe Trefzger

Guests: Ryan Smith, Director, University Assessment Services
Derek Herrmann, Coordinator of Academic Services, University Assessment Services

Poole called the meeting to order at 10:01 a.m. A quorum was established.

Minutes

The Minutes of the February 25, 2014 meeting were approved with corrections.

Proposal 14-05: English 143 Unity and Diversity in Language

A proposal to change the description of ENG 143 in the catalog copy was submitted. The description will be changed to: "Study of the structure of language (phonetics, phonology, morphology, syntax, semantics) as it reflects cognition, relationships, culture, and communities. Also offered as ANT/LAN 143. Prerequisite: COM 110 and ENG 101."

These topic already constitute the content of the course and since the COE will begin using this course as an introductory linguistics course for their new TESOL track for elementary and middle school teachers, the explicit mention of phonetics, phonology, morphology and semantics will not only be a truer reflection of course content but also make it clear to the Illinois Board of Education that students have had the requisite work in linguistics for TESOL endorsement, an endorsement that is becoming increasingly required of our middle and elementary school teacher education students.

The editorial changes were approved.

Faculty Panel Updates

Faculty panels continue to meet and some have drafted rubrics for their areas.

Communication faculty members have drafted a critical thinking and oral rubric, providing a good model. Rosenthal distributed the drafted rubrics to CGE members.

The Humanities faculty panel has met and will meet again on Friday. Rosenthal distributed the current draft of the document and noted that a 0 column had been added for skills not present. The columns have also been reorganized from left to right.

Mollenhauer provided value rubrics for Ethical Reasoning and Intercultural Knowledge and Competence from the Social Science panel. The group plans to look at redefining definitions at their next meeting. She also noted that she can provide all rubrics in word format if the CGE members would like.

Malone noted that the Science panel has adopted the rubric provided by AAC&U and that Physics and Geography are working to operationalize this in the Honors 102 section with a new assignment. There should be data by the end of the term.

Crubaugh continues to work with the United State Traditions panel. Their next meeting will be April 15. The group farmed goals from several rubrics in order to design a meaningful rubric for faculty and students that allows for alignment with the General Education category.

Malone asked how the reporting would work for the next level and specifically accreditation.

Rosenthal pointed out that this process is learning by doing and that some rubrics are not assigned. It is a large task to think about all 18 rubrics. Part of what Smith and the assessment office have done is written a master document, which Rosenthal hopes to use to assess the assessment program for General Education. This will grow over time and changes will be made as needed.

Poole has been working the Fine Arts panel to prioritize benchmarks to better deliver information to the recipients and there has been some focus on problem solving and life-long learning. There is an effort to move language away from the hard sciences. He noted that the panel has been remarkably engaged.

Rosenthal noted that the goals are very ambitious and some are meant to be aspirational.

Mollenhauer asked if a column of 0 should be included. Rosenthal believes this is a good idea.

Rosenthal will see where faculty panels are at the end of the semester, collect rubrics and put into a consistent format. CGE will have a part in establishing consistency and in guiding faculty panels should information seem amiss.

Poole suggested providing space for a semester or two to see if panels are meeting goals.

Rosenthal agreed, noting that most panels have time. Many groups will not be sampled for semesters or years. There is enough documentation to show the University is on a good track for the purpose of accreditation. This is a process and some groups are approaching conclusions and some are still working. The CGE will decide in the fall if the rubrics are meeting the needs of assessment and able to be operationalized. There has been impressive engagement and good results thus far.

Rebranding General Education

Students from the School of Communication and Public Relations have been working on a marketing analysis and ways to market General Education. These students will present information on May 2, 2014 at 11 a.m. in Stevenson 346.

Poole asked if the group would be providing options.

Rosenthal noted that they would be providing options, but will likely advocate for one or two.

New Business

1. Rosenthal will be meeting with Claire Lamonica to discuss goals for a faculty development workshop addressing General Education. This work will be run through CTLT and should generate enthusiasm for General Education Assessment. There is some funding from the Provost office for summer workshops and faculty development. One goal of faculty development will be to ensure that goals are included in General Education Syllabi.

Hooker suggested that a foundational distribution model be incorporated to pass information up from COM 110 and ENG 101.

2. Rosenthal discussed an exit survey that is conducted by the COB in the senior capstone course. This is done in class and has a 98% response rate. The University needs to adopt something like this across all areas. There is a demand for greater accountability. He had drafted generic questions to include in all surveys:

IV. General Education

Choose one:

- I completed Illinois State's General Education program OR
- I completed the Illinois Articulation Agreement (IAI) transferrable Gen Ed program or received an Associate's degree.

1. My General Education courses prepared me for my major.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. My General Education courses gave me transferrable skills that will be helpful in my life and career.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. My General Education courses gave me a more well-rounded undergraduate experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

This would be done online and could be tweaked. If the information could be collected on MyISU the demographics would already be collected.

Malone has a capstone survey that he conducts with 15 to 20 students and hand scores. He will provide these to Rosenthal for use.

3. CGE members discussed the need to meet again during this academic year. This will be the final meeting of the academic year. Next year the Council will continue to review assessment rubrics and General Education branding.

The meeting was adjourned at 10:50 a.m.

Respectfully submitted,

Angela Scott