Gen Ed Committee Meeting

December 9, 2010

2:00 p.m.

Graduate School Conference Room

Present: Sue McLarry (NHP); Lynita Cooksey (AVCAA); Bill Humphrey (AG); Phyllis Pobst (HSS); Jeff Jenness (SCOM); David Levenbach (HSS); Dan Marburger (BUS); Amanda A. Wheeler (ED – proxy for Tom Adams); Tanja McKay (SCOM); Rebecca Oliver (Honors); Dale Miller (FA); Josie Welsh (Assessment); Jill Simons (taking Melissa Jackson’s place on committee), (UC); Chris Collins (Secretary – AAR)

Absent: Tom Adams (ED); Jerry Ball (HSS); Rick Clifft (Engr); Marci Hayes (COM); Jeff Helms (Military Science); Melissa Jackson (UC); Kathryn Jones (IR)

Meeting was called to order at 2:00 p.m. by Sue McLarry, Chair of Gen Ed Committee.

Minutes were reviewed by committee. Motion was made by Rebecca Oliver to approve minutes as is with the exception of the change of Jerry Ball to HSS rather than ENG/PHIL, second by Jerry Ball. Motion carried, minutes approved.

Committee reviewed the Outcomes to the Gen Ed Goals for students with the changes made at the last meeting on December 2, 2010.

**Outcome #8** – Delete 1st Bullet – Biology is okay with it but Chemistry & Physics doesn’t like the 1st bullet – feel that the 2nd bullet encompasses this. Motion made by Rebecca Oliver to approve, 2nd by Jeff Jenness, Motion carried.

**Outcome #5** – Bullet 1 “and” should be “or” and should read: “Demonstrate an understanding of the major patterns of interactions such as (social, political, environmental, and economic) among nations, regions and ethnic groups.

**Outcome #6** – Change “and” to “or” in both bullets. Motion made by Phyllis Pobst to approve the changes as stated. Second by Rebecca Oliver.

Sue McLarry asked the committee if they were ready to accept the Goals & Outcomes in the document. Motion was made by Bill Humphrey to accept the Goals and Outcomes, second by Tanja McKay. Motion carried.

The committee then discussed the Assessment Plan.

Dale in Theatre has assessment embedded in core – does a pre-test in the beginning and students get low scores and then he does a post-test at the end and the students are making around 80%. General Chemistry also does this.

There are two types of Gen Ed Assessment:

1. University Assessment – how did GE impact students from Freshman Year to Senior Year (Writing and Critical Thinking).
2. Course Assessment – pre and post tests. How is the department assessing courses.

If Jonesboro works on 2 goals per year then it would take 10 years to complete.

Each department is to come up with an Assessment Plan. Every section of every course should be assessed. Departments can also work collectively.

Josie’s Office is the Office of Student Learning Outcomes and is housed in the ABI Building ABI 315.

Assessment Implementation Workshop Session – this will be for Deans, Chairs & Faculty who would like to attend after Christmas break.

Program Learning Outcomes are being put into TracDat by someone in each department.

Dr. Cooksey will send Gen Ed Assessment Plan document electronically.

Dr. Cooksey passed out Critical Thinking Value Rubric and asked the committee to review. Dr. Cooksey needs to send out to the faculty next week.

Josie Welsh commented to the committee not to be trapped by the rubric, make it work for you.

Look at both rubrics – give feedback on what we prefer – our original or one from AACU. Are we on the right track with the Assessment Plan? Dr. Cooksey needs a response as soon as possible next week.

Look at AACU rubric and pages 1-9 of Gen Ed Assessment Plan and e-mail vote by Tuesday of next week.

Meet next Thursday or do by e-mail – (e-mail vote)

Get rid of secondary goals on page 4 of the Gen Ed Assessment Plan.

Table – will break up in years per Dr. Cooksey.

Syllabi need to be in by January 10th.

Technology – Goal #4 – discuss further after first of the year.

AACU Rubric – does this relate to creative writing?

Sue McLarry asked the committee if Thursday was still good for next semester’s meeting? Sue will doodle committee after 1st of the year (3rd or 4th of January) on the day that is best.

Gen Ed Committee:

Need to review all of the Assessment Plans (one page narrative).

Meeting adjourned at 3:20 p.m.

Submitted by:

Chris Collins

Assistant to AVCAS

**The General Education Program**

**Statement of Mission for the General Education Program of Arkansas State University**

The general education program develops a foundation and motivation for the lifelong pursuit of learning in undergraduate students at Arkansas State University by introducing them to a broad range of essential areas of knowledge that will enable them to participate ethically in our democratic nation and in a global society.

**ASU General Education Goals for Students**

|  |
| --- |
| **1. Communicating effectively**. Students should be able to communicate effectively and correctly, in writing and in speech, for a variety of purposes, using appropriate forms of discourse, organizational strategies, and vocabulary. |
| **2. Thinking critically**. Students should develop the skills necessary to digest, assimilate, and evaluate critically what they read, see and hear. They should employ rational argument and deduction routinely in their own work. |
| **3. Using mathematics**. Students should be able to use, understand and apply basic mathematical skills in practical applications. |
| **4. Using technology**. Students should be able to use appropriate technologies to locate, process and evaluate information in an effective and ethical manner. |
| **5. Understanding global issues.** Students should be aware of the social, political, economic and cultural dimensions of a diverse national and world community. They should have the intellectual and interpersonal skills needed to participate and succeed in a dynamic global society. |
| **6. Developing a life-long appreciation of the arts and humanities.** Students should develop an appreciation for the arts and humanities. They should be aware of the role of art and literature in human civilization and contemporary culture. |
| **7. Developing a strong foundation in the social sciences.** Students should be aware of the diverse systems developed by humans to manage and structure our relationships with one another. Students should prepare for the full range of public and private roles they are expected to fulfill as citizens, decision-makers and human beings in a democratic America and in a global society. |
| **8. Using science to accomplish common goals.** Students should understand how science is conducted and the criteria for scientific evidence so that they will be able to make informed decisions about the health and well-being of their communities and the natural environment. They should be aware of the ethical and political issues raised by science. |
| **9. Providing foundations necessary to achieve health and wellness.** Students should have a knowledge and appreciation of the scientific bases of physical and mental health and their contribution to overall wellness. |

**Learning Outcomes of General Education by Goal**

**1. Communicating Effectively --**students will be able to

* **Produce writing that demonstrates proficiency in standard edited American English to make reasoned, well-organized arguments that are accurately documented**
* **Construct and deliver a well-organized, logical, and informative presentation**

**2. Thinking Critically** --students will be able to

* **Interpret and analyze the relevance and quality of information**
* **Make judgments and draw conclusions based on credible evidence**

* **Integrate ideas into a coherent argument**

**3. Using Mathematics**--students will be able to

* **Interpret and analyze quantitative/mathematical information (such as, formulas, graphs, and tables)**
* **Apply mathematical methods to solve problems**

**4. Using Technology--**students will be able to

* **Use appropriate ethical and legal methods to retrieve, generate, interpret, and distribute information**

**5. Global Issues--** students will be able to

* **~~Demonstrate an understanding of the major patterns of social, political, environmental, and economic interactions among nations, regions, and ethnic groups~~ Change Bullet #1 to read as follows:**
* **Demonstrate an understanding of the major patterns of interactions such as (social, political, environmental, and economic) among nations, regions, and ethnic groups.**
* **Demonstrate an understanding of the historical background and the current and future implications of the use of resources globally**

**6. Developing an Appreciation of the Arts and Humanities**--students will be able to

* **Recognize works of literature ~~and~~ or fine arts and place them in their historical, cultural, and social contexts**
* **Interpret works of fine arts ~~and~~ or literature**

**7. Developing a Strong Foundation in the Social Sciences** --students will be able to

* **Explain the processes and effects of individual and group behavior**
* **Analyze events in terms of the concepts and relational propositions generated by the social science tradition**

**8. Using Science to Accomplish Common Goals**--students will be able to

* **~~Understand the scientific method~~**
* **Understand concepts of science as they apply to contemporary issues**

**9. Providing Foundations Necessary to Achieve Health and Wellness** – students will be able to

* **Describe the impact of diet, physical activity, and lifestyle choices on healthy living.**
* **Analyze contemporary health and wellness topics**

**Mapping of General Education Goals by Course**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **General Education Goals** | | | | | | | |
|  | **Communicating Effectively** | **Thinking Critically** | **Using Mathematics** | **Using Technology** | **Understanding Global Issues** | **Developing a Life-Long Appreciation of the Arts and Humanities** | **Developing a Strong Foundation in the Social Sciences** | **Using Science to Accomplish Common Goals** | **Providing foundations necessary to achieve health and wellness** |
| ENG 1003 English Composition I | 1 | 1 |  |  |  |  |  |  |  |
| ENG 1013 English Composition II | 1 | 1 |  | 2 |  |  |  |  |  |
| MATH 1023 College Algebra |  | 2 | 1 |  |  |  |  |  |  |
| PHIL 1103 Intro to Philosophy | 2 | 1 |  |  |  | 1 |  |  |  |
| PHIL 1503 Logic and Practical Reasoning | 2 | 1 |  |  |  |  |  |  |  |
| SCOM 1203 Oral Communications | 2 | 1 |  |  |  |  |  |  |  |
| AGRI 2243 Feeding the Planet |  | 2 |  |  | 1 |  |  |  |  |
| ANTH 2233 Introduction to Cultural Anthropology |  | 2 |  |  | 1 |  |  |  |  |
| GEOG 2613 Introduction to Geography |  | 2 |  |  | 1 |  |  |  |  |
| HIST 1013 World Civilization to 1660 | 2 | 2 |  |  | 1 |  |  |  |  |
| HIST 1023 World Civilization since 1660 | 2 | 2 |  |  | 1 |  |  |  |  |
| HIST 2763 The U.S. to 1876 | 2 | 2 |  |  |  |  | 1 |  |  |
| HIST 2773 The U.S. since 1876 | 2 | 2 |  |  |  |  | 1 |  |  |
| JOUR/RTV 1003 Mass Communications in Modern Society | 2 |  |  |  |  |  | 1 |  |  |
| POSC 1003 Introduction to Politics | 2 | 2 |  |  |  |  | 1 |  |  |
| POSC 2103 Introduction to U.S. Government | 2 | 2 |  |  | 2 |  | 1 |  |  |
| PSY 2013 Introduction to Psychology | 2 | 1 |  | 2 |  |  | 1 | 1 | 2 |
| SOC 2213 Principles of Sociology | 2 |  |  |  |  |  | 1 |  |  |
| ECON 2313 Principles of Macroeconomics |  | 1 | 2 |  | 2 |  | 2 |  |  |
| ECON 2333 Economic Issues and Concepts |  | 1 | 2 |  | 2 |  | 2 |  |  |
| BIOL 1003 Biological Science/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIOL 1033 Biology of Sex/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIOL 1043 Plants and People/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIOL 1063 People and Environment/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIO 2013 Biology of the Cell/BIOL2011 |  | 2 |  |  |  |  |  | 1 |  |
| BIO 2103 Microbiology/BIO2101 |  | 2 |  |  |  |  |  | 1 |  |
| ~~GEOL 1003 Environ. Geology/GEOL1001~~ |  |  |  |  |  |  |  |  |  |
| PHSC 1203 Physical Science/PHSC1201 |  | 2 | 2 |  |  |  |  | 1 |  |
| PHSC 1014 Energy and the Environment |  | 2 | 2 |  |  |  |  | 1 |  |
| PHYS 1103 Intro to Space Science/PHYS1101 |  | 2 | 2 |  |  |  |  | 1 |  |
| CHEM 1013 General Chemistry I/CHEM1101 |  | 2 | 2 |  |  |  |  | 1 |  |
| CHEM 1043 Fund of Chemistry/CHEM1041 |  | 2 | 2 |  |  |  |  | 1 |  |
| PHYS 2034 University Physics I |  | 2 | 2 |  |  |  |  | 1 |  |
| PHYS 2054 General Physics I |  | 2 | 2 |  |  |  |  | 1 |  |
| MUS 2503 Fine Arts Musical |  | 2 |  |  | 2 | 1 |  |  |  |
| THEA 2503 Fine Arts Theater |  | 2 |  |  | 2 | 1 |  |  |  |
| ART 2503 Fine Arts Visual | 2 | 2 |  | 2 | 2 | 1 |  |  |  |
| ENG 2003 Intro to Lit of Western World I | 2 | 2 |  |  |  | 1 |  |  |  |
| ENG 2013 Intro to Lit of Western World II | 2 | 2 |  |  |  | 1 |  |  |  |
| PHIL 1103 Introduction to Philosophy | 2 | 1 |  |  |  | 1 |  |  |  |
| PE 1002 Concepts of Fitness |  |  |  |  |  |  |  |  | 1 |
| NRS 2203 Basic Human Nutrition | 2 | 2 | 2 | 2 | 2 |  |  | 2 | 1 |