

## GECCo Meeting- Minutes

**Venue:** ASB 429

**Date:** January 22, 2020

**Members Present:** Sarah Carberry (Chair), Sam Mustafa, Jim Gillespie, Chris Reali, Mike Unger, Todd Barnes, Desi Budeva, Rebecca Leung, Yvette Kisor, Lisa Cassidy, Susan Gauldon, Leah Warner, Iraidia Lopez, Malavika Sundararajan

Two primary items were on the agenda:

1. Updates of Assessments
2. Briefing by Vice Provost about the Middle-States Reviewers Visit

### Updates of Assessments:

1. Sarah- Scientific Inquiry. 12 different assignments were given. So far, only 2 physical paper sheets have been received. Reminders will be sent. Need to get names of Assessment Committee members from all categories, especially since Adjuncts may get paid for their service.
2. Leah- The google forms suggested by Sarah worked very well. Students pulled it up and filled it out. All the data has thus been automatically collected. One faculty did not comply. SSI had set up 5 papers for 5 sections, now there are 7 papers from 4 sections. The Assessment committee is coding the data. IRR is done. Will be completed by the end of January.
3. 3) Jim- In quantitative REasoning, 13 sections for direct, all MCQs. 178 responses. Got all data back for 300 students. No team yet, no rubrics, can put together an analysis by self.
4. Yvette- No team. 12 sections. 7-8 agreed. This is related to oral communication and managing technology. Have the data- need to collate data.
5. Chris- No team. 13 sections, 5 have gotten back. Have the essays and need to get a team. Will set up a committee/team. Will use gmail to send reminder emails.
6. Lisa- Values and Ethics- Got all data. No Committees. Get volunteers from group that is teaching. Can ask adjuncts. IRR can be virtually set up and administered. (Mike suggested, explaining and providing general instructions and having examples for each type of rating. If there are lots of disagreements then need to meet else need not meet in person)
7. Sam- 6 sections. No responses, 2 have submitted. 56 student responses. Of the two submitted, it was the final exam. Second was not even history paper/essay. Not sure what it was. Zero compliance. I was clear about what I asked for, and specific criteria was provided. Suggestions were made: May need to meet, remind, see Vice Provost. We have to better manage delivery. Check to see if it would help to establish what the procedures are in general. In Historical Perspectives, the historiography is key and if that is not there, it cannot be part of Gen Ed. We do need some kind of mechanism. There is a difference between who made commitments and who didn't comply. Different deans have different

approaches. Deans aren't checking the GE content but we can provide deans with a checklist. We have to be clear on communication. We must keep the assessment separate from the classwork. We have to figure out how to ask folks. Cannot simplify and separate the two. When we check for compliance, integrity of GE's assessment must be kept in mind. It must be made clear that it is not an evaluation of the instructor. Still need a syllabus or assignment audit. On a side note the Vice-Provost mentioned that a document management application may be available if it is approved. Another suggestion made was to tap the unit secretaries for the syllabus list but it might be after the fact. It should not matter if an assignment is done online or on paper, so if available both can be taken as data. Ask the faculty to make photocopies and not hand in the original.

8. Lisa- will email a list of what to do- instructions that she had prepared for her assessment as an example.
9. Todd- All is good. Waiting on one section alone.

### Briefing by Vice-Provost

The Vice-provost suggested, in order to be prepared for the Middle States Reviewers' visit, to consider the following items:

1. Go over the Dashboard 2021 slides- which is a visual mapping of outcomes. It has been viewed as the Chair of the visiting team, as a signature tool. Every goal, objective and outcome or indicators are mapped. Green means good, yellow means, heading in the right direction and red mean- Oh! Oh! These are the goals we are saying, will be achieved/established by 2021. Review the goals related to student success and student engagement. Number 12 for instance speaks to the experiential learning component, which shows we have that 80-90%. You are looking at understanding how Gen Ed relates to the mission and strategic plan, so connect back to speak about the multicultural and experiential component. This is a static document updated by Dorothy twice a year. Try to get as familiar as possible.
2. Review the Cheat Sheet and Self-study report
3. Be aware that the visiting team has access to all these documents and are checking to see if what we are saying is what we are in compliance with.
4. The visit is on Sunday, February 23rd, evening, Monday and Tuesday, 8.30 am -4.30 pm
  - a. Wherein, people who drafted the documents will meet the team, along with some support faculty who are experts in the area
  - b. Some time slots are yet to be filled. So some blocks are there, for which we may request members familiar with the Gen Ed objectives to participate in meetings with the visiting team.
  - c. During the discussions, please do not feel this is the time to vent about problems.

- d. Understand why the Gen Ed program was changed, note down the solid evidence that led to the change and state that we are monitoring to see its success.
  - e. Since you are in charge of assessment, please note what the results are and what you have learnt. While it may be the case that it has led to some tweaks, change of assignment or even wordings, look for stronger items like the decision to add supplementary workshops, etc.
  - f. You can also turn around and ask them to share their experiences.
5. On 26th February, 9.30 am we will have the chair of the team read the exit report. He will state if the standards were met/were in compliance; whether there are any recommendations or if there are some requirements that need to be met as we are falling short.
- a. To prepare look for Middle States Standards in the self-study links and note items 3 and 5 related to Gen Ed's transition from old to new. Note the evidence. Written communications for instance and how trends show their need.
  - b. Need not limit to new Gen Ed program, okay to discuss other findings and how it related to the mission, experiential learning that applies to the Gen Ed curriculum. For instance, Mike mentioned that for Intercultural experience- you can speak about how students get multiple exposures and how it is built into other places beyond just one or two courses, like it being a part of Values and Ethics or First year seminar.
  - c. The Vice-Provost explained that the only mandated outcome accordings to Middle States Standards is Written and Oral Communication.
6. The more you talk with colleagues, the more familiar more will become with the concepts.
7. We will pre-select Gen Ed experts and then have preparatory sessions with them. If you are selected, you can bring your documents and look at having a dialogue.

Members mentioned that most of them came after the new Gen Ed was established and that they were not aware of what was wrong with the Old Gen Ed.

- 8. It was mentioned that the team comprised mostly of administrators and VPs/
- 9. We just need to maintain the English and History inquiry.

The chair (Sarah) stated that an email would be sent to the members from her and Mike regarding the mapping of the Gen Ed objectives with the mission.

An announcement to sign-up for the mini meetings on February 12th was made by the Chair.

Meeting concluded.

