

General Education Committee

Meeting Minutes

Date: 10/17/14

Start time: 2:00pm

End time: 3:45pm

Location: James Union Building (JUB) Rm 100

In Attendance: Chris Brewer, Nancy Caukin, Laura Dubek, Aimee Holt, Yang Soo Kim, Ed Kimbrell, Kari Neely, John, Sheila Otto, Andrew Owusu, Deana Raffo, Georganne Ross, Greg Schmidt, Virginia Vesper, Rachel Wilson, John Zamora
Guests: Maria Bachman, Jeff Gibson, Don Nelson, Peg McCree, Allison Smith

1. Welcome and introductions

- a. The meeting was called to order by Andrew Owusu

2. Approval of Minutes from September 19, 2014

- a. The Minutes from the September 19, 2014 meeting were reviewed and unanimously approved

3. 2013-2014 General Education Assessment Reports

- a. *Oral Communications and Assessment: COMM 2200 report was given by Peg McCree*
 - i. Change – used 3 point-scale in years past, went to a 5-point scale.
 - ii. Report shows the following outcomes –
 1. I – Articulation of purpose statement - Same as previous year (92% scoring Fair or Good), improvement from 2013 in the number of students scoring Unsatisfactory (increase by 8%)
 2. II – Ordering of main points in a reasonable and convincing manner- held steady (84.8%) for students scoring adequate. Increase in Unsatisfactory scores (7% increase).
 3. III – Use of appropriate rhetorical patterns – remained high at 93.7% students at Satisfactory level or higher, increase in number of students scoring excellent (10% increase).
 4. IV – Diction, syntax, usage, grammar, mechanics – remained high with 99% students scoring at Satisfactory or above.
 5. V – Gathering and using multiple sources - Problematic – difficulty in citing references orally, outline lacking enough resources. This was the first time citing sources orally was required.

- iii. Comments and questions:
 - 1. Anticipate areas that need improvement will improve with next year's faculty.
 - 2. Suggestion to highlight areas of concern
 - 3. Question on the how the department addresses students that are not doing well.
 - 4. Comment to tie areas of concern with specific intervention to improve outcomes

b. *Mathematics Assessment: MATH 1710 and 1710K College Algebra was given by Don Nelson*

- i. Chris Brewer and team at IEPR analyzed this data.
- ii. Making incremental progress – every outcome shows a decrease in the percentage of unsatisfactory scores from 2012-2013
- iii. The report shows a correct response rate of:
 - 1. 85% superior
 - 2. 60%-84% satisfactory
 - 3. Less than 60% unsatisfactory

- iv. Comments and questions:
 - 1. Suggestion to include ACT College Readiness scores of students
 - 2. Suggestion to show pre and post scores in order to show growth of students, even with low ACT scores.
 - 3. Question regarding the availability of tutoring. Tutoring has always been available. Some students utilize the library tutoring.
 - 4. Question regarding the faculty's response to a common syllabus and course outline. Response: Not an issue for Algebra I.
 - 5. Comment regarding using the same set of questions to assess two separate learning outcomes. Response: Outcomes two and three have commonalities and assessing one frequently is a reflection of the other.
 - 6. Comment to address the above issue by adding footnotes indicating which questions are assessing a single or multiple outcomes.
 - 7. Comment to above issue: suggest to include examples of which questions address which outcomes
 - 8. Issue with third bullet under #7. Misleading in that faculty is not overseeing tutoring in the library. Response: Third bullet will be deleted.
 - 9. Question regarding the average number of students that one FTT has. Response: Could be around 200.
 - 10. Suggestion to include this information in the report.

- c. *Writing Assessment: ENGL 1020 report was given by Allison Smith*
 - i. Ten essays were plagiarized or an annotated bibliography rather than a research paper was submitted.
 - ii. 1638 essays – randomizer gets it to 100 essays.
 - iii. Don't have inter-rater reliability or the demographic information yet.
 - iv. Most areas decreased
 - 1. Literacy for Life – changed
 - a. Students are writing longer papers
 - b. Not the lowest year, just compared to last year.
 - 2. 65% FTT and adjuncts teach this course – they are not required to have training.
 - 3. Need professional development to improve pedagogy. Need to indicate this in the report.
 - 4. Question regarding admissions criteria. Are there a large number of underprepared students? Include demographics in report.
 - 5. Comments – Like the arrows and the graphs. Regarding plagiarism papers – track how many are plagiarized. There is a problem with plagiarism in multiple departments.
 - 6. First time that more than one paper was plagiarized.
 - 7. Recommendation to include factors that could be affecting changes in scores. Including class size.
 - 8. Issue with teacher noncompliance (missing papers or annotated bib rather than an essay) – may be a factor of not having a strong affiliation with the school.
 - 9. Comment: Report is easy to read and see what is going on, however it is a double-edged sword. Question – has the criteria been the same since the beginning? Response: Expectation has increased but the rubric has stayed the same. Include the reason in the report. Comment: Explain what was done in the past and how it has changed.
- d. *Critical Thinking Assessment:*
 - i. MTSU score dropped slightly (0.2 points)
 - ii. No breakdown with the CCTST so cannot see specifics other than the score.
 - iii. Comment: Since there is no statistically significant difference between the scores, should this be reflected in the report? Chris said he would go back and run a t-test and ask for data to compare TBR schools.

4. Adjournment

- a. With a unanimous consent, the meeting was adjourned by Andrew Owusu at 3:45pm.