**General Education Redesign Task Force**

Minutes from Thursday, September 13, 2018

Jessica Hutchings, Assistant Vice President, Academic Affairs and IRE

Chris Thomas, Interim Vice President, Student Affairs

Gregory Clark, College of Liberal Arts

Rita Costello, College of Liberal Arts

Michael Smith, College of Liberal Arts

Lisa Reinauer, College of Liberal Arts

Darren Alcock, College of Science and Agriculture

Amber Hale, College of Science and Agriculture

Mark Merchant, College of Science and Agriculture

Wesley LeJeune, Coordinator of Assessment and Curriculum Development, IRE

*Others in Attendance*:

Daryl Burckel, President

Mitchell Adrian, Provost and Vice President, Academic Affairs and Enrollment Management

Angelique Ogea, Interim Dean, Burton College of Education

Minutes:

1. Recent history of general education at McNeese:
   1. 2007:
      1. McNeese put on SACSCOC monitoring for general education.
   2. 2012:
      1. Fifth-year report submitted.
      2. The Louisiana Board of Regents changed the state general education requirements from 12 student learning outcomes to 6 disciplinary areas.
      3. Dr. Thomas Dvorske and a committee created a student learning outcome (SLO) for each disciplinary area.
      4. Certain high enrollment courses in each area were tagged for assessment.
      5. The process was left to run its course, but with few governing documents and little data collection or analysis.
   3. 2015:
      1. Preparation for SACSCOC reaffirmation begins, and IRE staff changes.
      2. Reconvening of the General Education Assessment Council, creation of the General Education Assessment Plan, and compilation of existing data into report.
   4. 2017:
      1. Reaffirmed with compliance of general education standards.
2. Overview of general education requirements:
   1. SACSCOC Standard 8.2.b (Student Outcomes)
   2. SACSCOC Standard 9.3 (Educational Program Structure and Content)
   3. Louisiana Board of Regents Academic Affairs Policy 2.16 (Statewide General Education Requirements)
   4. Overview of General Education Assessment Plan:
      1. Brief discussion of plan content: GEAC, approval processes and policies, assessment processes and policies, and rubrics.
   5. Overview of General Education Assessment Report:
      1. Brief discussion of report content: assessment participation, data, and analyses and actions.
   6. Comparison of our general education core curriculum to the models provided:
      1. TCU vision and mission much different from ours.
      2. Carlos has an understandable image associated with their core curriculum.
3. Presentation by Dr. Angelique Ogea:
   1. Brainstorm activity:
      1. What specific knowledge/skills/attitudes should every McNeese graduate have upon entering the workforce?
         1. Write each individual idea on a yellow sticky note.
         2. In a small group, determine if there is a way to put your thoughts into categories.
         3. On the handout, write down the four outcomes or outcome categories that stand out the most to you.
      2. SACSCOC Standard Language:
         1. Comparison of SACSCOC Standard 3.5.1 (General Education Competencies) from the 2012 *Principles of Accreditation* to Standard 8.2.b (Student Outcomes: General Education) from the 2018 *Principles of Accreditation*.
         2. On handout, underline the parts of the new standard that stand out to you.
      3. What are some types of evidence (artifacts) we could collect to show student proficiency on each outcome?
         1. Write each idea for an artifact on a colored sticky note.
         2. In a small group, determine if there is a way to narrow your ideas down.
         3. On the handout, write down the evidence/artifacts you believe are the most appropriate.
      4. What are some ways we can assess the evidence for proficiency? (Group discussion)
      5. Can we determine where the outcomes might fall within each general education content area?
   2. Backwards design:
      1. Curriculum design with the end in mind.
      2. Identify the desired results or goals.
      3. Determine acceptable evidence.
      4. Plan learning experiences and instruction.
      5. Identify previous courses where the assessment takes pace to align curriculum with instruction and activities that scaffold that learning.
4. Task Force charge and plan:
   1. The Task Force will develop general education student learning outcomes.
   2. The University will redesign general education core courses and capstone courses to align with the new student learning outcomes.
   3. The University will design co-curricular experiences for the first year that align with the new student learning outcomes.
5. First Year Experience
   1. Which courses should students take their first year?
   2. How can we make a simple adjustment in the curriculum to begin the refining process?
   3. What co-curricular activities can we add to the general education core?
   4. What would a sub-committee look like for this facet of our charge?
6. Rough timeline for this committee:
   1. December 2019: Approval of new student learning outcomes.
   2. February 2019: AAC&U General Education Conference.
   3. Spring 2019: Rubric development for new SLOs.
      1. How will we assess our new SLOs?
      2. We need to design a process for institutional assessment and have it in place **before** we implement.
   4. Summer 2019: Course and syllabi analysis.
      1. Which courses/assignments need redevelopment?
      2. Which courses need to embed SLOs?
      3. Will we need to implement the redesign in phases?
   5. Spring and Summer 2019: Co-curricular FYE development.
      1. Will we need a sub-committee at this point?
      2. Who should serve on the sub-committee?
   6. Fall 2019: FYE co-curricular pilot?
   7. Fall and Spring 2019: Targeted course and assignment design.
   8. Fall and Spring 2019: Assessment and approval process development.
   9. Spring and Summer 2019: Staff implements new courses for Fall 2020?
7. Let’s get organized.
   1. How will we keep our records?
      1. Office 365 Sharepoint will be used as the repository for meeting minutes, presentation slides, handouts, etc.
   2. How will we communicate our progress to the campus?
      1. Amber Hale will e-mail Faculty Senate and copy Jessica.
      2. Dr. Thomas will be the liaison for Student Government Association since he already attends the SGA meetings.
      3. We will get help from Dr. Adrian to communicate through the faculty digest and college meetings.
8. Communication and transparency:
   1. How will we share our progress with the campus?
   2. Importance of careful thinking, open discussions, and consideration of diverse points of view.
   3. Policy creation: clear and efficient policies and procedures, as well as unambiguous requirements for course approval.
9. We need input from the following:
   1. Deans and department heads
   2. Faculty Senate
   3. Library
   4. All academic and student services units
   5. Community stakeholders
      1. Who are these people?
      2. What can we ask them that was not covered in the QEP.
10. We need a plan for SLO development:
    1. How will we develop our SLOs?
    2. How will we engage stakeholders?
    3. What data/information/knowledge/wisdom do we need?
    4. Goal of December approval.
    5. AAC&U General Education Conference in February to begin learning about implementation.

Next meeting will be Thursday, October 4, at 1:30 PM in the President’s Conference Room.