

**General Education Committee
Minutes**

April 18, 2016

Present:	Don Wilathgamuwa	Melinda Tilton
	Kurt Toenjes	Jennifer Lynn
	Tom Regele	Patricia Nichols
	Scott Harris	Elizabeth Fullon
	Megan Thomas	Tara Haupt (ex-officio)
	Matt Redinger (ex-officio)	

Absent:	Matthew Queen	Brent Finger
	John Roberts	Leanne Gilbertson*
	Rosemarie Dugi*	

*excused

Kurt Toenjes, Chair, called the meeting to order at 2:33 p.m. in McMullen 305.

The minutes of March 21 were accepted as presented.

I. DISCUSSION/ACTION ITEMS

A. ETS Testing for Spring 2016

It was noted that even with the incentive cards from the bookstore, students are not taking the test. We can recommend to Senate that the ETS test be required of all students as a graduation requirement. The Senate knows we need to assess Gen Ed. The issue will be implementation. It was suggested that we add the requirement through D2L, which has timed testing capability. We could set the ETS test as a requirement before students are allowed to hand in a final paper or project. ETS does now have an online test that is not proctored, so the entirely online programs no longer have an argument against ETS. Another question to answer is when would the required ETS test be effective. Can we require this of students already half way through their major program?

It was suggested that we create a non-credit assessment course that would be required of all students. Making the assessment course non-credit would be key in fitting it into the larger programs on campus that do not have room for more credits. A non-credit course would also fit into DegreeWorks, thus taking the workload away from the graduation clerk.

It was cited that if we force students to take the ETS test by making it compulsory, most students will make no effort to answer correctly, and we will still have a whole lot of useless data. It was argued that the test results don't matter at this time, since we don't even have enough responses for a useful sample.

It was suggested that student buy-in may increase if students are given their scores from the test. If the test were required of all students, we could not offer each student an incentive,

but we could offer some kind of honor at graduation for high-scoring students. An honor cord and certificate for “Gen Ed Scholars” would make for a resume item and may motivate students more than the gift cards.

It was noted that the Gen Ed Committee is still not clear on the authority to administer any kind of assessment. We attempted to move the assessment responsibility to the Provost and Deans, and that failed and the task fell back to us anyway.

B. Capstone Assessment Rubric

Matt Redinger, Vice Provost

Dr. Redinger noted that he used some information from the University of Maryland in putting this draft rubric together. He also reviewed MSUB’s Gen Ed outcomes, and they are not as clear as could be—we lack an outcome on critical thinking. The rubric we would design would then be distributed to all instructors of capstone courses, who will be grading students on the Gen Ed outcomes anyway. Through covering all of those disciplines, we would be assessing Gen Ed. The completed rubrics would be returned to the GEC for periodic review. We could have several rubrics: written communication, oral communication, analytical reasoning, critical thinking, etc.

It was noted that the GEC should really review the Gen Ed outcomes listed in the catalog. This would be an excellent item for a Fall retreat. The Committee could also have a good discussion about the definition and meaning of Gen Ed.

It was cited that if we want to implement these capstone rubrics next year, we need to write them over the summer and have them ready for Fall 2016. It was noted that AACU (the assessment conference this summer) offers a number of rubrics on their website.

It was agreed that after the AACU conference in June, the Committee should gather to discuss the conference results and rubrics for Fall.

The meeting adjourned at 3:20 p.m.

Respectfully submitted, Rita J. Rabe Meduna.