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General Education Committee Meeting : 2016 : 02 : 26

General Education Committee

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Meeting of the General Education Committee
26 February 2016 12:00noon-1:45pm
Harbor Hall 131

Agenda

- Review and approval of minutes from last meeting
- Proposal for review
 - [GE, “competencies,” and exit courses](#)
- GE competencies
 - Background materials
 - UT Austin Gen Ed Assessment report
<https://www.utexas.edu/provost/iae/gea/UT%20Austin%20General%20Education%20Assessment%20Plan.pdf>
 - AAC&U VALUE rubrics
<https://drive.google.com/open?id=0B2U2SeSWWCQpYWIOSFVsRIVIRFk>
 - Competency-Based General Education at UW-Green Bay
<https://docs.google.com/a/mail.usf.edu/document/d/1t4ezGKuiub43hCqBh5V4dSmLEY1M4XJZ9LWD18E2hw8/edit?usp=sharing>
 - Assessing General Education Outcomes
<http://www.highereducationpolicyinstitute.org/files/dmfile/HEPIAssessingGeneralEducationOutcomes.pdf>
- Gen Ed website

Gen Ed Course List for AY 2015-2016

<https://docs.google.com/a/mail.usf.edu/document/d/1Y2rncLcQ9sXosQKbkQyOWSxti2II9J9GDdx26vJ66QU/edit>

Proposal for GE, “competencies,” and exit courses

While the SACS COC meeting with Dr. Cuevas included a reprieve from needing to generate General Education assessment data for the upcoming 5-year review, it left us with a new and not insignificant task: identifying and assessing student “competencies” for the decennial review (SACS “Principles of Accreditation” §3.5.1).

It also provided us with an opportunity.

Over the last year and a half, we have discussed the purpose of exit courses in the USFSP curriculum and whether the General Education committee should evaluate them. In light of our meeting with Dr. Cuevas, it seems that there may be good reasons for us to do so. Exit courses are an upper-level complement to the General Education program *and* an appropriate mechanism for assessing student “competencies.”

When creating the General Education philosophy, SLOs, and curriculum, we wanted GE courses to contribute to a robust culture of learning, one that encourages students to think across disciplinary silos, helps them to develop and nurture their intellectual curiosity, and prepares them to continue their intellectual, cultural, and personal development long after college. This requires not only that students master particular subjects and develop particular skills, but also that they learn how to bring specialized knowledge to bear on wide-ranging and far-reaching questions. A similar ambition is articulated in the Liberal Arts requirements described in the USFSP undergraduate catalog and is embedded in the exit course requirements (particularly in the requirement that students take at least one of their exit courses outside of their “disciplinary cluster”). In short, the way to meet the SACS requirement that we measure student “competencies” is implicit in our existing exit course requirements.

We should formalize this by adopting Student Competency Standards (SCS) to be assessed and reported by each exit course. Those data would serve as the basis for the university’s “competency assessment” report in compliance with section 3.5.1 of the “Principles of Accreditation.” To make this assessment substantive but still flexible enough to be incorporated across the many disciplinary clusters, we could adopt two competency standards based on the language in the faculty-approved GE philosophy and the undergraduate catalog, with each standard serving one branch of the exit course curriculum (1. Major Works and Major Issues; 2. Literature and Writing):

SCS 1: Students will demonstrate competence in understanding, reflecting upon, and communicating about major works and major issues in the liberal arts.

SCS 2: Students will demonstrate competence in understanding, reflecting upon, and writing about important works of world literature.

Assessment Update

Semester Summary

Academic Year	Semester	# Sections	# Entered	% Entered
AY 14-15	Fall 2014	206	126	61.17
	Spring 2015	158	80	50.63
Academic Year Total:		364	206	
AY 13-14	Fall 2013	182	156	85.71
	Spring 2014	163	129	79.14
Academic Year Total:		345	285	
AY 12-13	Fall 2012	184	148	80.43
	Spring 2013	153	122	79.74
Academic Year Total:		337	270	
AY 11-12	Fall 2011	171	148	86.55
	Spring 2012	144	113	78.47
Academic Year Total:		315	261	
AY 10-11	Fall 2010	149	126	84.56
	Spring 2011	125	105	84.00
Academic Year Total:		274	231	
AY 09-10	Fall 2009	130	69	53.08
	Spring 2010	115	59	51.30
Academic Year Total:		245	128	
AY 08-09	Fall 2008	118	95	80.51
	Spring 2009	108	65	60.19
Academic Year Total:		226	160	
Report Total:		2106	1541	

Please note:

Fall 2014- Our numbers are still low because the 24 labs for Natural Science courses have not been removed from the database. Once these are removed our percentage will go way up.

Spring 2015- Our counts are still very low for this semester. I am going to send out reminders to faculty next week regarding Spring 2015 assessments.