Mercer University

**University General Education Committee**

**Meeting Notes**

**31 October 2019**

**Atlanta Campus Swilley Library, Macon Campus Tift-Lee Boardroom,**

**Zoom: https://mercer.zoom.us/j/130065434**

**Members Present**: Achim Kopp (CLA, co-chair), Colleen Stapleton (College of Professional Advancement, co-chair), Sharon Augustine (Tift), Linda A. Mason Barber (Nursing), Wesley N. Barker (College of Professional Advancement), Tammy Crutchfield (School of Business & Economics), Renee Hayslett (Pharmaceutical Sciences), Stephen Hill (Engineering), Jeff Hall (Tift), and Kathryn Kloepper (CLA), Grace G. Lewis (Nursing), Candace Barnett (Pharmacy)

**Ex-Officio Members**: Susan Malone (OIE)

**Guests**: Kelly J. McMichael (OIE)

Agenda:

1. Approval of the Oct. 3 minutes
2. UGEC general education assessment documentation on Compliance Assist (Kelly McMichael)
3. University-level assessment: Timeline for rubric development
4. Discussion of University-wide survey questions and their relevance for gen ed competencies\*
5. Other Business

Quorum established and meeting called to order (A. Kopp)

**1. Approval of the October 3, 2019 minutes**

 The October 3, 2019 minutes were unanimously approved as posted on Canvas.

**2. UGEC general education assessment documentation on Compliance Assist**

 A comprehensive overview of the new Compliance Assist site was presented (S. Malone).

 Compliance Assist areas to be completed by committee are based on the pre-determined

 timeframe which can span several years. There should be year by year and stage by stage

 documentation of all activities related to the competency. The following describes some of

 what can be included in the site. Areas are completed as phases of the process are developed

 and completed.

 The competency being assessed with a text description should be included. A drop down is

 provided to describe activities scheduled for a particular competency for the designated year

 or timeframe. Comprehensive information related to data collection and the evaluation

 process are included along with any changes or faculty development initiatives completed.

 Follow-up data collection is documented here along with any additional data relevant to the

 competency, i.e. .survey data. The activities scheduled for each competency

 and corresponding rubrics should be placed in this area also. Each stage of data collection is

 included here along with a copy of the data collection tool(s). Artifacts collected should be

 described here. Copies of communication sent to faculty requesting student work, etc. can be

 included in the site, decisions made and other adjustments are documented here.

**SLO discussion**- A complete set of SLO’s for the competencies have not been developed yet. SLO’s should be developed based on the assessment schedule for the competency and completed competency by competency (W. Barker). There was a question related to the comparison of the oral competency in a school/college as compared to the university, should the SLO’s match? (K. Kloepper). It was recommended that each college align competency work in a manner similar to the university alignment. (A. Kopp) It was noted that competencies will roll over every year with the competency, description and SLO being stable, however, edits can be made annually.

**3. University level assessment: Timeline for rubric development**

 Oral communication and quantitative reasoning are to be developed. This work and data

 collected will be included in the February 2020 meeting (S. Hill, K. Kloepper and W. Barker)

 There was a general consensus to review the AAC&U rubrics and, if suitable, use them for

 the assessment.

4. **Discussion of University wide survey questions and their relevance for general education**

 **competencies.**

 The following recommendations were made:

 **NSSE**

1. 2c, 2d and 2e- add to critical thinking

**YFCY and CSS**

1. Line 320- remove scientific reasoning
2. Line 365- change to quantitative reasoning and remove scientific reasoning
3. Line 370- scientific reasoning and quantitative reasoning
4. Line 380- both quantitative and scientific reasoning
5. Line 35 add critical thinking
6. Line 20- add critical thinking

**GPI**

1. Line 75-76- add critical thinking

**PSRI**

1. No changes.

S. Malone will pull data for most recent administration of this survey and share the findings.

**5. Other business**

1. C. Stapleton presented an overview of the UGEC committee Canvas site identifying how the site can be accessed, the documents found there by year and how to upload documents to the site.
2. CLA will be bringing forth 3 proposals in the spring.
3. COPA is discussing 3 engagement in citizenship courses and these will be brought forward in the spring. COPA is also developing proposals to include their courses listed in other units’ general education that are not formally part of the University’s list of general education courses.
4. There is a possibility of a pharm D proposal to reformat courses in the pharm D program.

The next meeting will be on February 20, 2020 from 2-4 p.m.

Respectfully submitted

Grace G. Lewis