The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY

The General Education Committee met Monday, January 27th at 1:00 p.m. in Rothwell 208. The following were present:

Dr. Jackie Bowman	Dr. J.J. Mayo
Dr. Cheryl Chaney	Ms. Karen Riddell
Dr. Erin Clair	Dr. David Roach
Ms. Gwen Faulkenberry	Ms. Jennifer Saxton
Dr. Theresa Herrick	Dr. Joseph Swain

Absent: Mr. Zack Crossett and Dr. Justin Killingsworth
Guests: Dr. Monica Varner

Call to Order	Dr. Swain called the meeting to order and asked for approval of the minutes from the November 19th meeting. Dr. Herrick made the motion to approve, Dr. Mayo seconded the motion. Motion approved.
Civic Involvement	Dr. Swain distributed a copy of the Civic Involvement Student Learning Criteria that the sub-committee has been working on for the committee's review. The committee discussed the content of the form. Dr. Varner explained that the evidence for #4 and #5 criteria would come primarily from Student Services. She told the committee that Dr. Warnick and Dr. Varner have been working with Student Services on a project "Giving Back: Academic Service Learning" which occurs this spring semester. This is one example of something that can be used as evidence. Dr. Roach suggested that the committee could also work on identifying courses that would provide evidence of civic involvement and make those courses requirements. The committee agreed that this would be a good idea, but would require involvement from other departments such as the Registrar's Office.
	Dr. Clair pointed out a couple of grammatical changes that needed to be made to the form. Dr. Roach made a motion to approve, after grammatical edits, forwarding the criteria to the Assessment Committee for their approval. Dr. Clair seconded the motion. Motion carried to send the Civic Involvement Student Learning Criteria to the Assessment Committee for their approval.
Gen Ed Evaluation	The committee then discussed the General Education Program Evaluation form that Dr. Varner developed and provided to the committee. Dr. Varner informed the committee that she had looked at several examples while

developing this form and primarily used a composite of the Meacham and the Western Association of School and Colleges criteria to make it a fit for Arkansas Tech. Dr. Varner informed the committee that they would be looking at the courses as a group and not each individual course. She also reminded the committee that continuous improvement is part of HLC criteria, so this would be an ongoing process. This form is for General Education Committee, as well as academic departments and anyone that is involved in General Education.

The committee reviewed the different categories and discussed what to do if the evidence for each category was not available. Dr. Varner explained that if the evidence was not available, the committee would ask the appropriate unit to provide the evidence. She also asked the committee their feedback on any categories that needed added or deleted. The committee decided to delete #17, they didn't think it was measureable.

Since one of the categories on the evaluation form references all General Education course syllabi which should include General Education outcomes, Dr. Herrick inquired about the possibility of having the syllabi available online for verification. Dr. Varner agreed this was something that needed to happen in the future in order for the reviewer to obtain their evidence. The committee discussed the possibility of gathering the syllabi and then uploading them to an "I" drive. Karen agreed to look in to getting an "I" drive added for the committee. The committee also discussed whether faculty knew that the General Education outcomes were supposed to be on their syllabi. Dr. Varner told the committee that this was specified in the Faculty Handbook.

The committee discussed how to get started on gathering the information for the evaluation and determined that the committee should be the first reviewers to complete the form before taking it to the different departments. They believed that there would probably be a lot of ratings of "undetermined" right now. Dr. Varner shared that Institutional Research could help with information on who has provided general education CPGE assessment evidence.

Dr. Roach made a motion to adopt the General Education Program Evaluation form as a "living document" that the committee could amend as needed. Dr. Clair seconded the motion. Motion carried.

Adjournment   The meeting adjourned at 1:45 p.m.

Civic Involvement

Student Learning Criteria

General Education Outcome

Civic Involvement:

1. Students will reflect on how their attitudes and beliefs are different from diverse others and what they have learned about self and diverse others from the service experience.
2. Students will identify and apply knowledge (concepts, facts, theories) from the course making relevant connections to civic engagement.
3. Students will provide evidence of experience in civic involvement activities.
4. Students will communicate effectively civic involvement experiences from an objective perspective.
5. Students will demonstrate leadership of civic action and achievement of civic purpose.

Arkansas Tech University

General Education Program Evaluation

Continuous Improvement in Student Learning and General Education Curriculum

General Education Committee Program Peer Reviewers: List each peer reviewer and their title.

General Education Program will:

- A. Align with university mission and purposes.
- B. Promote student development, diversity, and life-long learning.
- C. Develop clear and concise General Education student learning outcomes.
- D. Align General Education curriculum with student learning.
- E. Develop and review the General Education Assessment planning process.
- F. Develop and implement the General Education Assessment process.
- G. Determine if all General Education academic departments participate in the evaluation of student learning, assessment planning, and assessment implementation.
- H. Determine if all General Education courses submit assessment data.
- I. Determine if assessment results are utilized for continuous improvement planning by General Education academic departments.
- J. Have an active and engaged General Education Committee.
- K. Provide departments and faculty useful General Education course assessment peer review feedback.
- L. Provide Academic Affairs, colleges, departments, and faculty useful General Education Program assessment peer review feedback.

General Education Program Evaluation: Rate the General Education Program, choose a number from 1 to 5. The scale represents 1 strongly disagree, 2 disagree, 3 undetermined, 4 agree and 5 strongly agree. Your response should reflect if the campus General Education program process is achieving the university expected outcomes.

1. General Education program is based on a coherent rationale and reflects the central educational values and commitments of our institution.

   1   2   3   4   5

Evidence:

2. General Education Committee is intellectually involved and promotes the enhancement of the program.

   1   2   3   4   5

Evidence:

3. Curriculum decisions are grounded in our institutional mission statement, or institution's history and traditions, and the characteristics of the students we serve.

   1   2   3   4   5

Evidence:

4. General Education program is expressed primarily as a set clear and concise goals for student learning and development.

   1   2   3   4   5

Evidence:

5. General Education program is a coherent educational experience through required courses with emphasis on the acquisition of intellectual and communication skills and focus on the development of personal qualities in students.

   1   2   3   4   5

Evidence:

6. Students gain understanding of the rationale and structure of our General Education program through freshman orientation, transfer orientation, meetings with advisors, and peer mentors.

    1   2   3   4   5

Evidence:

7. Commonality in the undergraduate experience is achieved by requiring students to complete many of the same courses. These courses are aligned and have been designed to assure coherence and integration.

    1   2   3   4   5

Evidence:

8. General education program includes political, moral, and ethical dimensions that are intended to prepare students to be reflective, critical, and engaged citizens.

    1   2   3   4   5

Evidence:

9. General Education program recognizes the internationalization of America's interests and concerns and ensures that all students learn about other nations and cultures.

    1   2   3   4   5

Evidence:

10. General Education program recognizes the richness and changing composition of society and ensures that all students learn about the diversity that exists within culture.

    1   2   3   4   5

Evidence:

11. General Education program helps students connect what takes place in the classroom to their own lives.

    1   2   3   4   5

Evidence:

12. Faculty who teach in General Education Program are responsive to student's different levels of intellectual development, preparation, and learning styles.

1   2   3   4   5

Evidence:

13. General Education program has clear articulation agreements with other institutions.

1   2   3   4   5

Evidence:

14. General Education program is continually improved in response to student learning and student reactions, observations of faculty, periodic evaluations, and renewed vision of institutional mission.

1   2   3   4   5

Evidence:

15. Faculty have a good understanding of the purpose of the curriculum and its rationale, and of the place their own courses hold within the curriculum. New faculty are provided program training.

1   2   3   4   5

Evidence:

16. Faculty and department heads recognize the opportunity of a General Education program to investigate new ways in which one's discipline can illuminate the problems and questions of our common life and honor within the academic community.

1   2   3   4   5

Evidence:

17. General Education program fosters close interactions between faculty and students, and frequent informal and formal conversations encouraging students to join the intellectual community on our campus.

1   2   3   4   5

Evidence:

18. General Education program faculty interact across disciplinary lines in interdisciplinary curricular projects, team planning of course syllabi, revisions in guidelines for requirements, and conversations about student learning.

1   2   3   4   5

Evidence:

19. All General Education course syllabi includes general education outcomes and describes opportunities for student learning.

1   2   3   4   5

Evidence:

20. General Education program provides an important foundation for the coursework and perspectives that students will encounter with their disciplinary major courses.

1   2   3   4   5

Evidence:

21. Faculty in the General Education program have ample support for faculty development activities.

1   2   3   4   5

Evidence:

22. General Education departments participate in the assessment process and provide assessment results for all courses.

1   2   3   4   5

Evidence:

23. General Education course assessment results are utilized to determine if a particular course will be offered again and whether they will continue to satisfy general education requirements.

1   2   3   4   5

Evidence:

24. Departments and faculty are provided useful General Education course assessment peer review feedback.

1   2   3   4   5

Evidence:

25. Academic Affairs, colleges, departments, faculty, and relevant stakeholders are provided useful General Education Program evaluation peer feedback.

1   2   3   4   5

Evidence:

Total Score:	**Academic Year:**
General Education Program Recommendations: Provide General Education program recommendations for each category rated 4 or lower. Specify the number category 1 through 25 and provide recommendations which will assist in the improvement of the General Education Program.	

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Evidence:

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