

General Education Council Meeting

Weds., March 18, 2015

University College, Room 202

Members Present: Lindsey Archer (COTA: Dance); Cathy Bradford (UC: FYTS); Joy Brookshire (CSM: Cellular and Molecular Biology); Tom Doleys (CHSS: Political Science); Amy Howton (HHS: Health Promotion and Physical Education); Matt Laposata (CSM: Biology); Brandon Lundy (CHSS: Anthropology); Noah McLaughlin (CHSS: Foreign Languages); Huggins Msimanga (CSM: Physics); Jan Phillips (CHSS: Communication); Masako Rachel (CHSS: History); Susan Rouse (CHSS: Philosophy); Barbara Salyer (Bagwell College); Gail Scott (CHSS: Psychology); Kristen Seaman (COTA: Art and Design); Bruce Thomas (CSM: Mathematics); Chris Totten (CHSS: Criminal Justice).

Ex-Officio: Valerie Whittlesey (Provost's office)

Visitors Present: Judy Abbott (DLC); Stephen Bartlett (CHSS: History); Jill Brady (Registrar's office); Bridgett Doss (CHSS: English); Laura Garnett (EET: Dean's office); Chris Hutt (UC: NEST); Wendy Kallini (Provost's office); Chien-Pin Li (CHSS: Dean's Office); Jessica Williamson (EET: Dean's office).

I. Approval of Jan. 21 meeting minutes

There was a motion (Jan) and second (Matt) to approve the Jan. 21 meeting minutes. There was a unanimous yes voice vote.

II. e-Core Longitudinal Study- Elke Leeds

Elke indicated that the BOR is requiring all USG institutions to become an affiliate of e-Core (research institutions are excluded). President Papp indicated that participating as an affiliate gives KSU the opportunity to ensure the e-Core is a quality experience.

In early fall semester, 2014, Elke began working with the e-Core staff and the USG system office to conduct a study examining the success of e-Core student in downstream courses. The system office signed off on their support of such a study in January, 2015, and the study is projected to take about two years.

The Distance Learning Center is now advertising for a Distance Learning Research Fellow who would provide leadership for the e-core study. Elke indicated that the USG system office on Research and Policy Analysis will provide USG institutional data for the study. There is also 5 years of SPSU data that can be examined, since that is how long SPSU has been an affiliate of e-Core.

Jan asked if a content analysis of the e-core courses has been done. Jan indicated when she looked at the e-Core Communication courses, the course materials/content seemed outdated. Kristin indicated that when she looked at the e-Core Art courses, there were inaccuracies in the course materials/content.

Elke said there are many ways that KSU faculty can become involved in e-Core: 1) teaching e-Core courses, 2) periodic reviews of the e-Core course content, 3) mentoring other faculty who teach e-Core

courses, etc.

Tom asked how many KSU students take e-Core courses. There was also the question of how e-Core courses will show in banner. Elke showed the GEC the KSU webpage that was recently developed to explain e-core to KSU students (www.kennesaw.edu/ecore/). This webpage indicates the difference between e-core courses and KSU's online courses. The webpage also very clearly matches the e-core courses to KSU's course equivalencies.

Elke indicated she would send Val several documents for the GEC that provides pertinent details on e-Core, including student enrollments by institution, how e-core courses show in banner when students register for them, and the various ways that faculty can become involved in e-Core. Elke indicated that right now UGA has the largest number of student participating in e-Core. Elke further indicated that when students are in banner, they will see very clearly that the course is an e-Core course.

The GEC thanked Elke for the info. and for leading the efforts to assess the quality of e-Core courses.

III. General Education Assessment for the new Univ.- Tom Doleys

Tom indicated that pre-consolidation, we would be completing a full cycle of gen. ed. Assessment at the end of this 2015-16 academic year.

With the consolidation, things have changed. Our SACSCOC 10-year reaccreditation will not occur in 2016, but 2017, and we have a different core. That means the new core courses and LOs need to be assessed, and we need to continue assessment (in a scaled back way) for the areas that we have been assessing.

Beginning fall, 2015, we have 5 new DACs for the areas that we have not been assessing. For these areas, we will use the model of a pilot assessment year and an actual assessment year. Those DACs will be paid 10% of their salary in the summer for two assessment years. For the areas that we have been assessing, those DACs will be paid either \$1,000 or \$500 during the summer, depending on how extensive their assessment work is. For areas B1 and B2, Tom will identify a critical thinking instrument to assess those two CT learning outcomes. An instrument was thought to be the best option for two reasons: 1) the difficulty of assessing such divergent courses using one LO and rubric, and 2) the costs associated with having so many DACs for all the area B courses.

Tom indicated that he would like to identify the new DACs by the April GEC meeting. GEC members seemed in agreement with this plan.

The meeting was adjourned.

Next Regular Meeting (& last of 2014-15 academic year)- Weds, April 15, 3:30-5:00, University College, Room 202