

**General Education Assessment Committee**  
**Feb. 10, 2020**  
**McFarland Student Union Building, 322**

**Present:** David Beougher (Academic Dean), Angela Cirucci (VPA), Sudarshan Fernando (CLAS), Khori Newlander (at-large teaching faculty), Krista Prock (at-large non-teaching faculty), Karen Rauch, George Sirrakos (COE), and John Stanley (GEC).

**Absent:** Yongjae Kim (COB), Amy Lu (at-large teaching faculty), Robert Ryan (at-large teaching faculty), and Student Representative.

**Guests:** Bethany French, Crystal Horninger

A. Cirucci called the meeting to order at 2:00pm.

**Announcements:**

The compliance numbers in the Fall 2019 GEAC report were accidentally reversed. Faculty compliance for SLO 1B is actually 64%, not 36%, and has been corrected in the report.

**Minutes:** The minutes from the Jan. 27, 2020, meeting were presented for review.

They were moved by K. Prock, and seconded by K. Newlander. MOTION PASSED.

**Old Business:**

**Vote to approve Fall 2019 Report:** The notation change about t-test and standard deviation requested by R. Ryan at the previous GEAC meeting was included in the edits.

The Fall 2019 Report was moved by S. Fernando, and seconded by K. Prock. MOTION PASSED.

**Question about SLO Assessment:** A question was asked about courses currently on the provisional General Education list, but that are not planning to apply for the permanent list: do we still require work products and SLO assessment for Spring 2020 from these courses? D. Beougher and J. Stanley both made the case that these courses should still provide work products and practice assessment of this SLO since they are currently on the General Education list for this category.

**Nominations for Chair:** G. Sirrakos nominated S. Fernando for chair, and S. Fernando respectfully declined due to other responsibilities. The committee held discussion on chair nominations. G. Sirrakos nominated Y. Kim for chair. K. Prock and S. Fernando nominated R. Ryan for chair. A. Cirucci stated she would reach out to both nominees via email following the meeting.

**FYS Assessments in Fall 2020:** K. Prock suggested that FYS be re-assessed and included in assessment activities for Fall 2020. The purpose would be to check if more assignments are now aligning to the rubrics, and would assess SLO 7. It would mean more work for the GEAC members, but would also allow the committee to gather more data about FYS courses, especially considering their current DFWI rate.

G. Sirrakos noted that SGB voiced concerns about FYS courses at University Senate, particularly about course purpose and structure. He was not sure if another round of data gathering would alleviate systemic issues in the FYS courses. The committee discussed expectations of students taking FYS courses. D. Beougher said he has a meeting to discuss this scheduled with the Student Government Board (SGB) and will bring back qualitative data on this topic. G. Sirrakos said that there is also still confusion among faculty about whether FYS is meant to be a course to introduce students to the university and college-life, or is it meant to be an introductory content course. There was discussion over how students are placed in FYS sections, and whether or not that colors their expectations for the course. A. Cirucci suggested using a survey of freshman to evaluate their expectations, and a questionnaire for faculty teaching FYS courses to fill out. K. Prock noted it would depend on the questions and what data will be helpful for decision making. There was discussion on conducting FYS teaching workshops. K. Rauch said that reengaging in a global discussion on what FYS should be may not be productive, and professors teaching FYS should review the syllabus and SLOs. D. Beougher thought an FYS teaching workshop may be of value, and would like to offer a working lunch session; he also likes the idea of polling students to see what expectations they had for the course and what they learned from the course.

S. Fernando asked about guidelines for FYS courses, and it was noted that program guidelines are available online, but are intentionally vague to allow for flexibility in the topics. K. Newlander commented that the emphasis should not be on a topic but on skills. There was a suggestion of conducting FYS similar to a learning community. Discussion continued on how to change thinking about FYS courses and purpose.

**As May Arise:** At the 2/10 GEAC meeting, we will have a vote for a replacement chair.

/bf  
02/19/2020