

GERTF Meeting
December 16, 2005

Members Present: John Ambrose, Sarah Ash, Samara Burnette, Mike Carter, Jo-Ann Cohen, Ken Esbenshade, Karen Helm, Louis Hunt, March Krotee, Jerome Lavelle, Marian McCord, Jacqui Hawkins-Morton, Dan Robison, Laura Severin, Joni Spurlin, Kathy Wallace, Carrie Zelna

Associate Dean John Ambrose called the meeting to order at 8:05 a.m. Ambrose moved to approve the Dec. 2, 2005 minutes. Motion was approved.

- 1- Joni's presentation and discussion
 - a. Handout – "Using Course Taking Behavior and Sophomore Survey Responses to Assess GER Objectives – December 2005"
- 2 - Discussion of "Proposal E."
 - 3 - Hand out of Revised Proposal C. Future referenced as "Proposal C.2"
- 4- Joni will forward course taking patterns data to members
- 5- Committee will pick up with Proposal E at the start of next semester.

1) Joni Spurlin introduced Nancy Whelchel, Assistant Director for Survey Research, to the committee. A handout corresponding to the presentation was also passed out to members.

Presentation:

- Joni's presentation is drawn from the data gathered in the spring 2004 administered sophomore surveys (please see handout). The population depicted equals 1,215 students (n=1,215), who had taken 45-59 credit hours, with at least 30 at NC State.
- For comparison purposes, the data of the original population of sophomores (n=2,033), who were asked to complete the survey was also analyzed.
- Courses used in the analyses were taken from the GER courses listed in each subsection on the GER website (http://www.ncsu.edu/provost/academic_programs/ger/ratobj.html).
- If a student made a grade of F, D, D-, D+, U, W, PL, missing a grade, NR, or IP, then the course was not counted as meeting the student's GER requirement.
- The course was counted toward the GER requirement if it was any of the following: TR, CR, S, PF (proficiency), WH or WR (waived hours), or C- OR HIGHER.
- Handout also includes information regarding the types of Survey questions asked, the GER objectives, and how many students met these requirements.

Discussion:

- Joni Spurlin walked members through the handout and answered questions.
- Committee members discussed how it was determined if the students met the requirements. Joni Spurlin pointed page 5: Table 4 as an example.
- Pg. 5 – Table 4: Looked at a specific question from the survey and how the results broke down to a comparison of the GER requirements for the specific category (Writing, Speaking, and Information Literacy) and the numbers of those students who had and had not met the GER.

- Committee member also looked at pages 10-15 where the data is broken down by college, GER requirement, and student numbers.
- How does this data relate to how the committee is thinking about how many GER credits to add or subtract from the future GER program? How does this data influence the thought processes behind requiring GER courses?
- This data illustrates the key difficulty in assessing GER objectives and the effectiveness of the program.
- How does the sophomore results compare to the senior results from the same data set?
- One committee member's conclusion was that he was seeing students going into their major first and getting a general education at the end of their college experience. Is that what the university wants from its General Education program? How could this influence future proposals?
- Another member questioned whether this data analysis was evidence that perhaps course-based prescriptive GER was not giving all the students a broad, shared, enriching experience that would help them in and out of their disciplines?
- Could a program be developed that provided a map to the specific outcomes the committee would like to see students achieve through a general education program?
- How can it (GER Program) be made integrative and shared while yet keeping the foundations of disciplines?
- Committee members also seemed interested in looking at the data Joni had on students' course-taking patterns in comparison to the GER.

2) Discussion of "Proposal E"

Dan Robison gave a brief introduction to his proposal and the objectives including in Proposal E.

- Looking at ways to help students integrate knowledge through themes or courses to help them begin their collegiate career.
- One way to do this would be to create a 4-course sequence, 2 at the freshman/sophomore year and 2 at the junior/senior level, that addresses the relation between a general subject area of the college and society at large (such as international awareness, diversity, conflict, etc.)
- Colleges will provide seats in these courses proportional to the number of students enrolled in the college.
- Students will be required to select a sequence from any College but their own.
- It would be good to provide GER objectives/courses/knowledge to the younger students as they come into NC State.
- Proposal E would also try to encourage and reward faculty who are interested in teaching these sequenced courses.

Discussion:

- There needs to be a clear way for students transferring both internally and externally in regards to the way their sequences would work.
- Discussion of how resources could be shared or provided.

- Concerns about losing or keeping the foundations of discipline knowledge if courses are team-taught or courses are too spread out among colleges.
- How can GER courses be worked more proportionately into individual College curricula?

3) "Proposal C" (Sarah Ash and Committee Members) submitted a revised copy of Proposal C. Future reference of this revised version will be "**Proposal C.2.**"

4) Committee members were interested in seeing more of Joni Spurlin's data on students' course-taking patterns from the surveys. Joni will forward this information on to members via email.

5) Committee will pick up with Proposal E at the start of next semester.

Minutes respectfully submitted by Melissa McConnell.