

Valdosta State University  
General Education Council Meeting  
Tuesday, October 15, 2019  
11:30am-12:30pm  
Nevins 1060-C

Council Members: Heather Kelley, Tod Leavitt, Deb Robson, Mark Smith, Ben Westcoatt, Shani Wilfred\*  
[Absent: Aubrey Fowler, Jane Kinney]

**Meeting Notes**

- Requested information update:
  - USG Core Redesign committee minutes
    - [https://www.usg.edu/redesigned\\_general\\_education](https://www.usg.edu/redesigned_general_education)
  - First Year Seminar committee minutes
    - Fall 2019 Core Curriculum Meeting handout (see attached)
  - Provost's perspective on alignment of VSU GEC efforts & USG Core Redesign direction
  - Availability on data about where VSU students go after they leave
    - Director of Institutional Effectiveness will provide information on a related state website
    - Interim Coordinator of General Education will contact the Director of Institutional Research regarding available data
    - Interim Coordinator of General Education will contact the Alumni Office
- Purview of the VSU GEC
  - GEC started in 2007 largely to handle core general education assessments
  - In 2008 GEC set-up the current review process
    - learning outcomes by area and core reports by courses
- Immediate priority of the VSU GEC
  - Completion of Core Summary Report for SACSCOC
- Core assessment reports: Summary preparation overview
  - Director of Institutional Effectiveness shared GEC-related SACSCOC principles 8.2b and 9.3
  - SACSCOC Core Summary
    - GEC will extract and interpret data from Core reports.
      - Objectives being measured and related methodologies
      - Extent to which objects are or are not met
      - Acknowledgment of different mediums (online, on-campus).
      - Discussion of how findings can be used for improvement
    - Microsoft Teams will be set-up with Area folders
    - Director of Institutional Effectiveness & Interim Coordinator of General Education will start summary table
    - Instructions with section assignments will be emailed
    - Report target deadline: February 2020
  - Fall 2020-2021 is the next scheduled VSU GEC comprehensive core review
    - 2025-2026 (5-year rotation) would be the next review, but if fall 2021 = USG Gen Ed revamp, then might be pushed back 1 year
- Other
  - USG General Education Committee
    - <https://www.usg.edu/committees/>

- [https://www.usg.edu/committees/view/general\\_education](https://www.usg.edu/committees/view/general_education)

\*ex-officio member

**General Education statements from the SACSCOC Principles:**

8.2.a: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below...Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

9.3: The institution requires the successful completion of a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirements)

Source: <http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>

## **Handout: VSU Core Curriculum Meeting Fall 2019**

### First-Year Seminar Planning Committee

Committee Members: Beverly Cribbs (bcribbs), Robert C. Freidhoff (rcfreidhoff), Theresa J. Grove (tjgrove), Chere L. Peguesse (cpeguess), Gardner J. Rogers (gjrogers), Karin Pafford Roland (kroland), Donna N. Sewell (dsewell), Sandra D. Trowell (strowell)

### **Learning Outcomes**

1. Students will describe one or more contemporary and enduring questions about their lives and their relationships to human cultures or the physical and natural world.
2. Students will analyze and reflect on the intellectual and practical skills of the course's theme or topic.
3. Students will summarize the benefits and challenges of a diverse society.
4. Students will identify and evaluate linkages among academic disciplines.

The learning outcomes push metacognitive behavior, connections across disciplines, and intellectual inquiry while embedding soft skills. We aimed for broad outcomes so that faculty can pursue those outcomes across different topics.

### **Working Assumptions**

1. First-year seminars will eventually be mandatory for all first-time, full-time freshmen.
2. Faculty will primarily teach these classes, but some staff members may teach as part-time faculty.
3. Faculty can offer “passion classes” as long as they meet the course outcomes; an application process may be developed.
4. Banner should be configured to name the topic or theme of the course.
5. Although we will push these classes in the fall, sections will be offered every semester.
6. Some seminars may be cornerstones of freshman learning cohorts.
7. Soft skills should be embedded into these courses as well.
8. The opportunity to teach these classes must be shared across all disciplines.
9. We need our most engaging and successful faculty members teaching these classes.

### **Timeline**

1. Dr. Chere Peguesse is teaching a special topics Perspectives class based on these outcomes in Fall 2019.
2. We are running three to four three-hour first-year seminar classes in Spring 2020 as an experimental pilot.

### **Questions?**

Contact any committee member.