



A proposal to align the General Education Assessment Committee with the appropriate supervision and function.

General Education Assessment Committee (GEAC) Re-structuring Proposal

Prepared by: The Office of
University Assessment &

Dr. Michael LaBossiere, Chair,
GEAC

Aligning to Original Purpose

The proposed restructuring of the General Education Assessment Committee (GEAC) is to align the committee with its originally intended structure and function. Specifically, GEAC is currently situated under the Office of University Assessment (OUA) and functions with consistent participation from less than a third of the committee membership. Of the 17 members of GEAC, five members (29%) have been present in or excused from all meetings to date.

The proposed re-structuring is intended to:

- (1) reconnect GEAC with senior level leadership within academic affairs to reflect its role in steering the course in general education;
- (2) provide the committee with the unit-level resources necessary to encourage active engagement and contribution of designated members; and
- (3) increase membership to recapture the original committee structure with subcommittees charged with leading the various facets of the committee.

Need for Restructuring

When GEAC was created in 2004 it operated under the direction of Dr. Valencia Matthews. With the creation of the Office of University Assessment and changes in the leadership of GEAC, the committee gradually transitioned to its current organizational location under the OUA.

Since its inception, GEAC has had a dual role: assessing the GENED and serving as a de facto steering committee for the GENED curriculum. For example, GEAC was involved in the process that resulted in the state mandated changes to GENED in 2015. These two distinct, yet linked, roles have created an issue about structure. Due to academic nature of currently defined GEAC responsibilities, it is inappropriate for a non-academic unit to oversee the development of curriculum and the approval of courses.

An academic committee (General Education Steering Committee – GESC) will be formed. GEAC will be restructured as an assessment-focused committee of shared governance by the GESC and ILAC.

Proposed Restructuring

This joint proposal from the Office of University Assessment and the Chair of GEAC has been developed to address the gaps between the current structure and function of the committee, and its intended purpose. Overall, it has been proposed that a General Education Steering Committee should be created as a co-committee with GEAC. GESC will be charged with oversight of GENED courses and curriculum and will maintain a focus on the academic components of the GENED experience at FAMU. The GEAC will maintain its

focus on the assessment of the GENED curriculum and tailoring the future efforts to assess GENED courses. A description of each committee, including committee membership, leadership, and responsibilities is included below.

General Education Steering Committee (GESC)

A General Education Steering Committee (GESC) will be created with GEAC as a permanent subcommittee. The GESC will be placed under the organizational control of an academic body/authority of an appropriate unit in Academic Affairs (to be determined by the Provost). The GEAC will continue to serve as a subcommittee under ILAC. GESC and ILAC will have shared leadership of GEAC.

Proposed Composition and Membership

The initial membership of GESC shall consist of the current members of GEAC who wish to continue to serve on this committee. Additionally, representatives will be designated to serve on GESC by each Dean under the direction of the academic body/authority under which the GESC is situated.

It is proposed that the membership of GESC mirror that of the GENED requirements, which dictates that the committee should have at least one member from each of the following requirement areas:

- Communication: English
- Humanities: Visual Arts, Humanities & Theater (including Philosophy & Religion), English, Music, History
- Mathematics: Math
- Natural Sciences: Astronomy, Botany, Biology, Chemistry, Physics
- Social Sciences: Anthropology, Economics, Political Science, Psychology, Sociology

It is also proposed that the committee should include at least one member each from:

- OUA (GEAC)
- Student Success/Academic Advising
- QEP

Leadership

It is proposed that the GESC have an experienced faculty member from the College of Social Sciences, Arts and Humanities or the College of Science and Technology as the chair. The chair of GESC would also serve as a co-chair for GEAC, along with a member of ILAC.

Responsibilities

The newly formed GESC will be charged with oversight of GENED courses and the policies for these courses. GESC responsibilities potentially include, but are not limited to: approval

of new GENED classes; removal of GENED classes; and, analysis and recommendations relating to GENED classes.

General Education Assessment Committee (GEAC)

GEAC will continue to exist as the General Education *Assessment* Committee and will remain under the organizational structure of the OUA.

Proposed Composition and Membership

All current GENED assessment under the current GEAC will remain with GEAC; however, as discussed previously all academic functions will be moved to the GESC.

It is proposed that GEAC membership include members from the following areas:

- OUA
- At least 3 members of ILAC (with one from each of the assessment areas: Dean, ADESU, IP)
- At least 3 members of the GESC

Leadership

As the restructured GEAC will be a sub-committee of each of ILAC and GESC, it is recommended that co-chairs represent each committee.

Proposed GEAC Responsibilities

GEAC will maintain its primary responsibility of GENED assessment. This work will focus on assessment reporting, methods of data collection, and supervision of institutional GENED evaluation (i.e., ETS Proficiency Profile Test and GENED focus groups).