



**General Education Committee
Minutes**

February 18, 2022

Present:	Bernie Quetchenbach Josh Hill Mara Pierce Rachel Schaffer Cori Day	Melinda Tilton Emily Arendt Scott Jeppesen Jason Comer
Absent:	Tien Chih Jeff Willardson* Lance Mouser*	Sarah Friedman Brian Gurney* Megan Thomas*
	*excused	
Guests:	Bryan Grove	Kathleen Thatcher

The meeting was called to order at 2:08 p.m. in COE 323 with some members attending via webex.

I. ACCEPTANCE OF MINUTES

The minutes of January 25 were accepted as presented.

II. INFORMATION ITEMS

A. Interstate Passport Update

We have learned that we can map our outcomes to their outcomes, rather than mapping every one of our Gen Ed courses to their outcomes. This task will hopefully be done by the end of March.

B. AAC&U Conference

Ms. Tilton attended the conference, and learned that other universities have taken our purpose statement and outcomes as examples!

Other items of note at the conference:

- Collecting student artifacts is good, but interviewing students (or having them submit a video themselves) proves to be more valuable.

- All of the other universities in attendance used their First Year Experience course to focus on Gen Ed, and many use a bookend model, where students take a 300-level Gen Ed capstone.
- Many universities, in their FYE course, use a problem-based cluster learning model, where students try to solve real-world problems and learn there may not be a perfect solution or an answer in the back of the book.
- Open Education Resources (free, electronic textbooks) save students a huge amount of money. Some disciplines are not well represented in OER.
- Create a metaphor for how we think about Gen Ed

III. ITEM FOR APPROVAL

Title	Status	Received
COMX 210: Communication in Small Groups	Edited	2/16/22

Ms. Tilton noted that one of the nine primary outcomes for Interstate Passport is Teamwork and Value Systems. This course is proposed to meet that outcome.

- Motion by Bernie Quetchenbach, seconded by Mara Pierce to **approve COMX 210 for Gen Ed.**

Gen Ed does not currently include a course on teamwork. There may be more teamwork-type objectives in major capstone courses, but not Gen Ed. Any faculty member in the Department of Communication can teach this course, as well as faculty from other departments. In the future, the Department of Communication plans to add teamwork components to all the COMX courses in the Information Literacy & Communication category.

- Motion carried.

IV. DISCUSSION/ACTION ITEMS

A. Re-envisioning A&SC 111

The Co-Chairs met with Laura Gittings-Carlson, Director of Advising, to discuss bringing the instruction of A&SC 111 back to the faculty. The course really ought to be taught by faculty and ought to be included in Gen Ed. They hope to involve the Center for Teaching and Learning in this project as well. One suggestion is to remove the lab requirement for Gen Ed and add in A&SC 111 instead. Once Interstate Passport is up and running, the GEC can create some goals and an action plan for this project.

B. Exploration of Assessment Options: Presentation by Kathleen Thatcher, Director of Assessment & Accreditation

Ms. Thatcher presented:

- The levels of assessment from individual class/lesson level, to course level, to program level, to institution level
- Program assessment:
 - Evaluation of student learning throughout the curriculum

- Artifacts of student learning from various required courses, usually analyzed using a program-level rubric
- Fulfills MSUB, state, and accreditation standards
- Evaluation of student learning throughout the curriculum
- Program assessment is not:
 - An evaluation of an instructor
 - An evaluation of a student
 - Reporting numbers
 - Analysis of grades
- Now that the GEC has created program learning outcomes and a curriculum map, assessment through collection of data can begin
- Use assessment results to improve learning
 - Effective feedback
 - Changes in curriculum and pedagogy
 - Changes to the assessment process
- The GEC can create a rubric for General Education to use to collect data, help with analysis of data, reduce subjectivity
- Components of a descriptive rubric:
 - Performance scale
 - Criteria
 - Descriptive cells

Following the presentation, the group broke to workshop on creating the rubrics.

The meeting adjourned at 3:22 p.m.

Respectfully submitted, Rita J. Rabe Meduna.