

**General Education Committee  
Minutes**

March 11, 2024

**Present:** Mark Jacobson  
Melinda Tilton  
Emily Arendt  
Keeara Rhoades  
Daniel Charlton  
Eileen Wright  
Bryan Grove (ex-officio)

Jennifer Lodine-Chaffey  
Paul Pope  
Mara Pierce  
Jeff Willardson  
Chairsty Stewart  
Aaron Schultz (ex-officio)

**Absent:** Ana Diaz  
Daniel Willems\*

Jason Comer\*

\*excused

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The meeting was called to order at 3:02 p.m. in LA 627.

I. ACCEPTANCE OF MINUTES

The minutes of February 12 were accepted as presented.

II. DISCUSSION/ACTION ITEMS

**A. Respect Diversity Artifact Assessment**

Kathleen Thatcher developed a Qualtrics survey to gather the Respect Diversity results, so we can use Qualtrics to store and evaluate the data. It was noted that it would be most helpful if the survey would return to the beginning, to streamline data entry for each student artifact. We should probably add a “zero score/not applicable” option as well.

It was agreed we will wait until the survey is updated before proceeding with entering data.

It was noted that the rubric really did not seem to fit some of the assignments and artifacts submitted—thus the request for the “not applicable” option. It was further noted that very few Gen Ed courses are citing outcome number 1 (Express the impact of inequity on the human experience). It is possible that many courses are doing that outcome, but we don’t have them in the curriculum map.

When we began this assessment, we asked if the courses achieved the outcome, but we did not ask *how* they achieve it. It was suggested that we weigh scores for 200-level courses, as there is a marked difference between 100- and 200-level course assignments that the Committee received.

It was noted that if we have a lot of courses that are only emerging and progressing but not achieving, that's alright because we want students to achieve these outcomes after completing the whole program, not just some courses. At the same time, is it even possible that our students can achieve all the program outcomes by the time they have finished Gen Ed? Maybe they would once they finish their entire degree. Are our expectations for Gen Ed courses too high? Over time, our data from this assessment process may help us answer that question. Also, over time, faculty awareness of both the program outcomes and the assessment process will increase. We may ask Gen Ed instructors to shoot for as many of the program outcomes as they can.

It was stated that classroom discussion (in-person) may be an excellent way to demonstrate an outcome, but it can't be documented.

We definitely don't want the data to be used to say a course is not meeting an outcome of Gen Ed. The data we gather will be reflective of the outcomes, not of the courses.

### **B. Curriculum Mapping for Problem Solve Conversations**

It was suggested that we create a Qualtrics survey to be sent to Departments at the start of the Fall semester, asking if each course mapped to Problem Solve does fit. This may work better than the individual conversations, but the conversations are helpful also.

### **C. Long Form Gen Ed Narratives/Stories**

Stories stick with people in a way that statistics just don't. The components of a good story are: simple, unexpected, concrete, credible, and emotional. Start collecting stories about how Gen Ed has changed your students' lives. We can also begin collecting faculty stories.

The group then broke to workshop.

The meeting adjourned at 4:05 p.m.

Respectfully submitted, Rita J. Rabe Meduna.