

**General Education Committee
Minutes**

September 9, 2024

Present:	Carly Waddoups Melinda Tilton Tom Rust Daniel Willems Daniel Charlton Eileen Wright Bryan Grove (ex-officio)	Jennifer Lodine-Chaffey Paul Pope Mara Pierce Ryan Butler Chairsty Stewart Aaron Schultz (ex-officio)
Absent:	Jason Comer* *excused	Ying Wang
Guest:	Suzette Nynas	

The meeting was called to order at 3:00 p.m. in LA 627.

I. ELECT CHAIR FOR 2024-2025

Paul Pope nominated Melinda Tilton for Chair, and Chairsty Stewart seconded.

Ms. Tilton accepted the nomination. There were no other nominations.

- Ms. Tilton was elected Chair for 2024-2025 by unanimous consent.

II. ACCEPTANCE OF MINUTES

The minutes of April 8 and the Retreat August 21 were accepted as presented.

III. REPORTS

The College Experience Sub-Committee & Campus Collaboration

The subgroup has everything ready to propose the new The College Experience course, but some technical things need to be worked out. That will happen at a meeting this Friday (September 13). Biological & Physical Sciences have agreed to reduce the credits for the Science Gen Ed category (today's Information Item).

One of the requirements of the new course will be that the course talks about the purpose of Gen Ed and the essential skills of the programmatic outcomes.

We will also need to make it clear which students will be unable to take the 2+1/integrated lab science course, one of which Jason Comer is piloting this Fall, because those majors must have a full lab course. These would include science majors and some others.

IV. ITEM FOR INFORMATION

Title	Status	Received	Request Type
Reducing Natural Sciences General Education Requirement to six credits	Added	8/30/2024	policy

- Item was accepted by unanimous consent.

V. DISCUSSION/ACTION ITEMS

A. Gen Ed Program Course Syllabus Requirements

We need to revisit the idea and reinforce it for current Gen Ed instructors that the purpose statement should be included in their syllabi. However, it was noted that syllabi already have a huge amount of required information. It's overwhelming, and students are already not reading it. Why add to it? Perhaps requiring the outcomes is too much. This discussion will be revisited. It was noted that the CTL is working on a widget of some sort for the new online learning system Canvas which will include all those student service notices in one place.

It was noted that it would be nice to have some kind of electronic check-off of the Gen Ed learning outcomes. Perhaps DegreeWorks could map each student's courses to what Gen Ed outcomes they meet, so students would have a summary of it all. Many years ago, this Committee had proposed a portfolio course all students would take that served this purpose, but that idea never made it off the ground. It was further noted that Canvas tracks all kind of data (even mouse movements), so they may have a way for us to track this information.

B. Updating the Communicate Effectively Rubric

The assessment rubric for the Communicate Effectively assessment needs to be updated, since we updated one of those learning outcomes. A subcommittee was formed (Melinda Tilton, Eileen Wright, Bryan Grove) and they will revise the rubric.

C. Respect Diversity, Reflections

The strengths of the work we did last year include:

- Faculty driven process
- Good number of data points
- Refined and streamlined the process
- Great teamwork

The challenges we had:

- Need for more participation
- How to get more buy-in from faculty
- Student artifacts not aligned with outcomes
- Difficulty in assessing group work (not allowed in the future)
- Follow up conversations
- Need for identifiers for committee members doing the assessment

The value of conversations with faculty, rather than email messages, has become very clear in this process. The series of emails we sent out last Fall didn't really work. If GEC members are talking about Gen Ed assessment to their departments, faculty will be more aware this is happening.

D. Curriculum Mapping for Problem Solve

Confirming with departments and instructors that we have their courses appropriately mapped to the program learning outcomes is essential to the assessment process. Since emails seem to be somewhat ineffective, conversations with departments may be the best option here, as well.

It was proposed that GEC members discuss with their departments that we will be sending out a Qualtrics survey, simply asking them to review the Gen Ed program learning outcomes their courses have been mapped to. Once we have confirmed courses are mapped appropriately to Problem Solve, we can proceed with conversations to remind faculty we will be assessing certain courses this semester. They can then begin to gather their student artifacts to be submitted. Ms. Tilton is happy to attend any of these meetings as well.

Since both Music and Psychology are not represented on the Committee, Melinda Tilton and Mara Pierce, respectively, will contact them.

For the next meeting, we will discuss the Qualtrics survey to confirm Problem Solve courses are correctly mapped.

E. Assessment of Problem Solve: Plan Development

It was suggested when the email goes out with the Qualtrics link to submit student artifacts, that we include a calendar invite people can add to their own calendars to schedule a time to submit.

Next steps:

- Have conversations with our departments about mapping and artifact submission
- Send out Qualtrics to verify mapping is correct
- Notify instructors that artifact collection/submission will be open for a span of time December-January
- Send link for artifact collection, which includes a calendar item (for December 13) faculty can use to remind themselves

It was agreed that the artifact collection should be open from November 25 to December 20.

The meeting adjourned at 4:05 p.m.

Respectfully submitted, Rita J. Rabe Meduna.