MINUTES– Sept 17, 2013 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*? *Does SUU's GE program help fulfill its overall mission and educational goals?*

Present: John Allred, Bill Byrnes, Jordan Cox, Steven Irving, Johnny Maclean, Andrea Stiefvater, Camille Thomas, Don Weingust, David Lunt, & Bonny Rayburn.
Absent: Kurt Harris, Jake Johnson, David Rees, John Taylor, Jessica Tvordi, and Kim Weaver.

I. ANNOUNCEMENTS

- NW Accreditation team visiting campus has been shifted to April 9-11, 2014 – Any GE committee members interested in attending a breakfast at 8am on Wed. April 9?
- Educated Person Conference is set for Oct 18 at the Zermatt Lodge in Midway. Early registration fee deadline is Sept 27. Hotel discount deadline is Wed. Sept 18. The Assoc. Provost Office is funding GE committee members early registration and hotel costs.
- Keynote speaker at *What is an Educated Person?* Conference is Dr. Judith Ramaley from Portland State University.

II. INFORMATION ITEMS

III. DISCUSSION/ACTION ITEMS

1. GE Mission Statement – Item from May polling of committee

Current Mission	Revised Mission?
The mission of general education at Southern Utah University is to foster in students the intellectual and practical skills necessary as a foundation for successful life-long learning. **OVERVIEW OF GE** The General Education (GE) program at SUU is central to its liberal arts and sciences mission. Course work is offered in core competency areas (English, Math, etc.) and across multiple disciplines to help broaden a student's knowledge and understanding of the arts, humanities and the sciences. The GE core encompasses 16 to 17 credits of course work consisting of introductory classes in English, Math, Information and Computer Literacy, and American Institutions. An additional 16 to 18 credits of introductory course work is required across five broad Knowledge Areas: Fine Arts, Humanities, Social and Behavioral Sciences, Life Science, and Physical Science. The learning outcomes of courses in GE are designed to help students acquire skills and knowledge that continue to enhance during their studies at SUU.	***The mission of general education at SUU is***

III. DISCUSSION/ACTION ITEMS

2. Committee Projects for 2013-14

Based on the last meeting of the GE committee here's a breakdown of the various initiatives underway and the committee member polling on these activities.

	Commmittee Projects - Polling from May 10, 2013 Meeting						
Committee Faculty Members Votes	**Pathways - Y? N? Maybe?**	**Info Literacy- Delete, Keep, Enhance**	**CSIS 1000 - Delete, Keep, Modify?**	**GE Learning Mentors Project**	**Syllabus Mapping to ELOs**	**GE Mission Revision - Revise, Yes? No?**	**Rubrics for Two ELOs (Communication & Critcal Thinking)**
Weaver, Kim	NO	Enhance	Keep - but Modify	Will do Fall 2013 (Aug)	HOLD	YES	YES
Ault, John* No longer on committee	Maybe - needs flexibilty	Enhance	Keep - but Modify	Will do Fall 2013 (Aug)	HOLD	YES	YES
Harris, Kurt	YES vote in follow up e-mail	Enhance - follow up e-mail	Keep - but Modify - follow up e-mail	Absent	Absent	Absent	Absent
Irving, Steve	NO	Enhance	Keep - but Modify	Will do Summer 2013	HOLD	YES	YES
Maclean, Johnny	NO	Enhance	Keep - but Modify	Will do Summer 2013	HOLD	YES	YES
Rees, David	Absent	Absent	Absent	Absent	Absent	Absent	Absent
Taylor, John	NO	Enhance	Keep - but Modify	Will do Fall 2013 (Aug)	HOLD	YES	YES
Thomas, Camille	NO	Enhance	Keep - but Modify	Will do Summer 2013	HOLD	YES	YES
Tvordi, Jessica	Maybe - with re-naming some pathways	Enhance	Keep - but Modify	Will do Summer 2013	HOLD	YES	YES
Weingust, Don	Undecided - Talked to faculty who were Pro & Con	Enhance	Keep - but Modify	Will do Fall 2013 (Aug)	HOLD	YES	YES

GE Committee Meetings, Projects. Working Groups – 2013-14

DATE & TIME	Key Agenda Item(s)	Committee Members Working Group	Outcome(s)
Tues. Sept. 17, 4pm	1. Pathways 2. GE Syllabus and the SUU ELOs training 3. Mission Statement revisions 4. Developing Rubrics for Critical Thinking and Communication	1-**Pathways** • John Taylor (Group leader) • David Rees • Kurt Harris 2-**GE Syllabus**, Jessica, Johnny, Camille & Steve have already completed workshop. Christian will contact others. 3-**GE Mission Revision** • Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred 4-**Rubrics for ELOs** • Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox	1. Using combination of the pathway idea developed by John Taylor and the pathways idea developed by the Provost, this WG will develop a pathways documents by **Dec. 2013** 2. Committee members will complete the training by **Dec. 2013.** 3. A revised mission will be ready by **Dec 2013** for review with Dean's Council and Faculty Senate after the new year. New mission would be included in 2014-15 catalog section on GE. 4. Working with other faculty outside the committee the WG will have rubrics developed by **March 2014**.
Wed. Oct 16, 4pm			
Wed. Nov 6, 4pm			
Wed. Dec 4, 4pm			
Wed. Dec 18, 4pm			
Wed. Jan 15 4pm			
Wed. Feb. 12, 4pm			
Wed. Mar. 19, 4pm			
Wed. Apr. 16, 4pm			
Wed. May 14, 4pm			

Please come to the October 16th meeting prepared to report back on working group progress.

V. ADJOURN: - Meeting was adjourned at 5:18 pm.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

MINUTES – Oct. 16, 2013 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*? Does SUU's GE program help fulfill its overall mission and educational goals?

Present: John Allred, Bill Byrnes, Jordan Cox, Kurt Harris, Steven Irving, Jake Johnson, David Lunt, Johnny Maclean, Michelle Orihel, David Rees, John Taylor, Camille Thomas, Jessica Tvordi, Don Weingust, and Bonny Rayburn.

Not Present: Andrea Stiefvater

I. ANNOUNCEMENTS

- AAC&U GE Conference – *General Education and Assessment: Disruptions, Innovations, and Opportunities*, **February 27 — March 1, 2014,** Portland, Oregon – Any committee members interested in attending? Our office will cover registration and hotel and airfare for up to 3 committee members.
- Christian is ready to work with Kurt, John and Don on the syllabus workshop – please get back to him

II. INFORMATION ITEMS

- *Educated Person Conference* is this Friday, Oct 18 at the Zermatt Lodge in Midway. Keynote speaker is Dr. Judith Ramaley from Portland State University.
    - Todd is going to be presenting an update on some of the things SUU has been doing with the EDGE program.
    - John Taylor, Steven Irving, Robert Eves, Dan Eves and Julia Combs are attending in addition to Bill Byrnes.
- At our Wed., November 6 meeting **Dr. Sharon Weiner**, an expert on information literacy from Purdue University, will be attending our GE Committee meeting. Here's a link - http://www.lib.purdue.edu/infolit/bookerChair
  This will be a chance for GE committee members to ask questions about info literacy. She is here consulting for us.

III. DISCUSSION/ACTION ITEMS

1. Progress Reports by GE Working Groups

GE Mission Revision	**Pathways Ideas/Options**	**Rubrics for ELOs**
• Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred *Current Mission:* The mission of general education at SUU is to foster in students the intellectual and practical skills necessary as a foundation for successful life-	• John Taylor (Group leader) • David Rees • Kurt Harris	• Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox ELOs: Communication & Critical Thinking

- John Taylor – GEMS-ENSEMBLES-STEP??? – General Education Modules (GEMS).
    - New students would select one TRIO & one DUO and end up with 15 or 16 credit hours
    - The idea is that we create these ensembles and connect them so it simplifies the registration process for students and encourages cooperation and collaboration among faculty.
    - Benefit of doing it this way is that it is faculty driven.
    - Other bonus is its scalability of the idea – we could start with a few GEMs and expand as faculty start to work together
    - Committee members agreed that this is a good approach.
    - **Bill will post document to Canvas.**

- Johnny Maclean – Rubrics for ELOs
    - Started with a rubric for Written Communication
    - Rubric would assist in assessing ELO completion in general education courses
    - Once data is gathered it would be submitted to the Institutional Research and Assessment office.
    - Committee members encouraged web-based rubric to facilitate faculty using them.
    - Committee members agree that this is a good start.
    - **Next step – Critical Thinking rubric for next meeting**
    - **Bill will post document on Canvas**

- Don Weingust – GE Mission Revision
    - Draft GE mission statement
    - Recommend changing ~~integrating various types of learning~~ to **integrated learning** in last sentence
    - Recommend finding other words for ~~transcends~~ and complements to **enhances**
    - **Bill will post document on Canvas**
    - **Please talk to your colleagues and bring recommendations to next meeting.**

Proposed Revised Mission - Draft

In support of the overall mission of the University, General Education at Southern Utah University provides the broad subject-area knowledge and learning skills foundational for achieving engaged, personalized and rigorous learning that **enhances** ~~transcends~~ and complements students' academic emphases. This foundation promotes critical and cultural proficiencies and excitement for discovery, preparing students to achieve highly developed intellectual and practical skills, strong senses of personal and social responsibility, and ~~facility for~~ integrating ~~various types of~~ learning.

Current GE Mission Statement

The mission of general education at Southern Utah University is to foster in students the intellectual and practical skills necessary as a foundation for successful life-long learning.

2. Writing Course Descriptions - Will discuss this in more detail @ next meeting

What if…. What if our course descriptions were focused more on what a student will be able to know or be able to do as a result of the course?

CONTENT BASED DESCRIPTION *	**LEARNING OUTCOMES BASES DESCRIPTION**
COURSE DESCRIPTION **This course teaches the fundamentals of Educational Psychology. The course covers diverse learning theories, classroom management, and classroom assessment techniques. We will cover the aspect of human learning as imbedded in contextual factors such as SES, gender, culture, etc.** *(A typical content-focused course description lists the topics covered in the course, but does not include what the students will do or what is expected of them they will be able to demonstrate by the end of the course.)*	COURSE DESCRIPTION **This course will enable students to gather information about several human learning theories. The students will be able to plan classroom management and assessment methods for a hypothetical classroom they were to teach.** *(This course description does not list the course content and topics to be studied, but describes what the student will be able to do upon successful completion of the course)*
CONTENT EXAMPLE – From my course this fall	**OUTCOME REVISION** of my course
AA 6800 - Board Relations & Planning -3 credits This course provides in a depth study of the role of a Board of Directors and the planning process as it effects the operation of an arts organization. Specific topics covered include board and staff interaction, board duties and responsibilities, fundraising, governance models, strategic planning, parliamentary procedures for meetings, committee structures, and developing by-laws and articles of incorporation. (Fall odd years) *(This description mirrors what is noted about content based course descriptions. I put in the general and specific topics to be covered, but no explanation of what they'd actually do in the class.)*	**AA 6800 - Board Relations & Planning -**3cr This course will enable students apply board governance theory and best practices to help organizations align and fulfill their mission and vision. Personal and organizational planning techniques and processes will be applied to develop strategic and operational plans. Students will analyze case study organizations to learn how to identify where changes can be made to enable better planning and governance. Presentations and extensive discussion topics are designed to give students the tools to effectively engage with boards and board chairs. *(I opted for a mix of outcomes along with class activities with a focus on what they will be able to do with what they have learned in the course.)*

* SOURCE: Worksheet to write Learning Outcomes, by szaboz@rpi.edu

Is there any reason why we as the GE Committee shouldn't recommend all SUU course descriptions be outcomes focused?

IV. MEETING SCHEDULE – FALL SEMESTER

4 to 5:30pm - Wed. Nov 6, Wed, Dec 4, and Wed. Dec 18

V. ADJOURN – Meeting was adjourned at 5:33 pm

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

MINUTES – Nov 6, 2013 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*? Does SUU's GE program help fulfill its overall mission and educational goals?

Present: Bill Byrnes, Kurt Harris, Steven Irving, Jake Johnson, David Lunt, Michelle Orihel, John Taylor, Camille Thomas, Jessica Tvordi, Don Weingust, Christian Reiner, special guest Sharon Weiner, and Bonny Rayburn.

Not Present: John Allred, Jordan Cox, David Rees, and Andrea Stiefvater.

I. ANNOUNCEMENTS

- AAC&U GE Conference – *General Education and Assessment: Disruptions, Innovations, and Opportunities*, **February 27 — March 1, 2014,** Portland, Oregon – Any committee members interested in attending? Our office will cover registration and hotel and airfare for up to 3 committee members.

II. INFORMATION ITEMS

- **Dr. Sharon Weiner**, an expert on information literacy from Purdue University, Dr. Weiner is a Professor of Library Science and holds the position of W. Wayne Booker Chair in Information Literacy. Dr. Weiner has met with people in the library, faculty, administrators, and students.
- Themes emerging from Dr. Weiner's visit:
  - K-12 education system in Utah does not expose students to libraries and information literacy. Therefore they lack these basic skills.
  - LM 1010 has been simplified to teach the basic skills that would normally be taught in K-12
  - There is dissatisfaction around LM 1010 as a course - Students feel it is a course that they need to check off but that they do not really gain anything from it
  - Library would be better off putting more emphasis on curriculum integration of information literacy or a progressive approach to information literacy where they build on the skills that they learn early on and becomes more specialized as they move into disciplines and their majors.
  - The question for SUU is how you could adopt a curriculum integrated approach that would be progressive and would be integrated with the curriculum, would get the students the basic skills they need, but would not stop there. That's not going to be enough for them. They need more as they go through their program, and they different things once they get into the work place. They need to know how to apply those skills that they've learned early on, into different contexts.

        - These are some things that the students had to say:
            - Definition of information literacy
                - The ability to find information to understand what I am reading
                - Being up to date and prepared for a career in the future
                - A desire to continue to learn
                - A willingness to seek information
            - About faculty
                - The faculty need to realize what the library has
                - We should re-teach professors for lifelong learning
        - There is a great need for critical evaluation of information. Students can find information, but is it GOOD information.
        - Committee members agree that this is just one more reason to get going on the idea of the new GE duos and trios course combinations up and running.
        - Need syllabus development that includes consultation with the library.
- Is there a way to make LM 1010 more effective?
    - Cohorts
    - Duos or Trios
    - Pair LM 1010 with one class in the trio
- What has been discussed in your areas regarding information literacy?
    - English – Conversation is in progress but it's going very slowly.
    - History – No conversation
    - Science – Discuss it a lot
- Would be a bad thing to phase out LM 1010 unless every single department can speak to how they will address information literacy.
- Dr. Weiner suggested curriculum mapping. Look at your curriculum and progression of the courses and decide what you want students to know at the beginning of the course verses what you want them to know at the end. A librarian can help you work through where the information literacy skills would appear and how to integrate them into the curriculum.
- Dr. Weiner will try to get her report back to us within the next couple of weeks. If anyone has any questions she can help with, feel free to contact her.

III. DISCUSSION/ACTION ITEMS

1. Progress Reports by GE Working Groups

GE Mission Revision	**Pathways Ideas/Options**	**Rubrics for ELOs**
• Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred *Current Mission:* The mission of general education at SUU is to foster in students the intellectual and practical skills necessary as a foundation for successful life-	• John Taylor (Group leader) • David Rees • Kurt Harris	• Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox ELOs: Communication & Critical Thinking

- John Taylor – General Education Modules (GEMS).
    - Report on feedback from faculty in departments and program – pros/cons?
    - Additional discussion of advantages and obstacles to offering a new approach to GE at SUU
    - Workshop on GEMs scheduled for 11:30 – 1:00 on Monday, Nov 25 in Yankee Meadows in HCC
    - RSVP to Bonny to attend. Encourage faculty who teach GE courses to attend.

- Come up with some real duos and trios that you would be exciting for you by the time the workshop is over.
- PVA – Great idea.
  - Approximately one person per department was receptive to the idea.
  - A lot of GE courses are taught by adjuncts.
- EDUC – Very positive
- HSS – Silent & encouraged
- Next we need to come up with the number of GEMS we are going to aim for.
  - One trio and one duo per knowledge area

- David Lunt – Rubrics for ELOs
  - Report on Critical Thinking rubric – Any feedback from faculty?
    - Committee members agreed that they like it.
    - Easy to assess. Easiest way to assess it would be to load data into Canvas, it should be easy to pull it from there.
  - Any more follow up on Communication Rubric?
  - Next time – Information literacy rubric
  - Volunteers to test it Spring semester
    - David Lunt
    - Camille Thomas
    - Jessica Tvordi

- Don Weingust – GE Mission Revision
  - Draft GE mission statement – revision below – further revisions and feedback on revised mission?
  - Needs to be tweaked because of duos & Trios
    - PVA - Too long. Cut off at end of first long sentence.
    - EDUC – Yes
    - Imbed trios and duos concept
    - Use active verbs
  - Don will have revised draft for December meeting.

Proposed Revised Mission – Draft – (Question – if we go the GEM route, do we need further edits to this revised mission?)

In support of the overall mission of the University, General Education at Southern Utah University provides the broad subject-area knowledge and learning skills foundational for achieving engaged, personalized and rigorous learning that **enhances** ~~transcends~~ and complements students' academic emphases. This foundation promotes critical and cultural proficiencies and excitement for discovery, preparing students to achieve highly developed intellectual and practical skills, strong senses of personal and social responsibility, and ~~facility for~~ integrating ~~various types of~~ learning.

Current GE Mission Statement

The mission of general education at Southern Utah University is to foster in students the intellectual and practical skills necessary as a foundation for successful life-long learning.

2. Dec 4 Meeting

Projected Outcomes

- Approve revised GE mission?
- Consensus on GEM and approval to move forward with implementing a piloting of new approach?
- Agreement on rubrics?
- Other?

3. Writing Course Descriptions - Will discuss this in more detail @ next meeting

What if…. What if our course descriptions were focused more on what a student will be able to know or be able to do as a result of the course?

CONTENT BASED DESCRIPTION *	**LEARNING OUTCOMES BASES DESCRIPTION**
COURSE DESCRIPTION **This course teaches the fundamentals of Educational Psychology. The course covers diverse learning theories, classroom management, and classroom assessment techniques. We will cover the aspect of human learning as imbedded in contextual factors such as SES, gender, culture, etc.** *(A typical content-focused course description lists the topics covered in the course, but does not include what the students will do or what is expected of them they will be able to demonstrate by the end of the course.)*	COURSE DESCRIPTION **This course will enable students to gather information about several human learning theories. The students will be able to plan classroom management and assessment methods for a hypothetical classroom they were to teach.** *(This course description does not list the course content and topics to be studied, but describes what the student will be able to do upon successful completion of the course)*
CONTENT EXAMPLE – From my course this fall	**OUTCOME REVISION** of my course
AA 6800 - Board Relations & Planning -3 credits This course provides in a depth study of the role of a Board of Directors and the planning process as it effects the operation of an arts organization. Specific topics covered include board and staff interaction, board duties and responsibilities, fundraising, governance models, strategic planning, parliamentary procedures for meetings, committee structures, and developing by-laws and articles of incorporation. (Fall odd years) *(This description mirrors what is noted about content based course descriptions. I put in the general and specific topics to be covered, but no explanation of what they'd actually do in the class.)*	**AA 6800 - Board Relations & Planning -**3cr This course will enable students apply board governance theory and best practices to help organizations align and fulfill their mission and vision. Personal and organizational planning techniques and processes will be applied to develop strategic and operational plans. Students will analyze case study organizations to learn how to identify where changes can be made to enable better planning and governance. Presentations and extensive discussion topics are designed to give students the tools to effectively engage with boards and board chairs. *(I opted for a mix of outcomes along with class activities with a focus on what they will be able to do with what they have learned in the course.)*

* SOURCE: Worksheet to write Learning Outcomes, by szaboz@rpi.edu

Is there any reason why we as the GE Committee shouldn't recommend all SUU course descriptions be outcomes focused?

IV. MEETING SCHEDULE – FALL SEMESTER

4 to 5:30pm -Wed, Dec 4, and Wed. Dec 18

V. ADJOURN - Meeting was adjourned 5:30 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

MINUTES – DEC 4, 2013 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*?

Present: John Allred, Bill Byrnes, Steven Irving, Jake Johnson, David Lunt, Johnny Maclean, Michelle Orihel, Andrea Stiefvater, John Taylor, Camille Thomas, Jessica Tvordi, Don Weingust, Christian Reiner, and Bonny Rayburn.

Not Present: Jordan Cox, Kurt Harris, and David Rees.

I. ANNOUNCEMENTS

- AAC&U GE Conference – *General Education and Assessment: Disruptions, Innovations, and Opportunities*, **February 27 — March 1, 2014,** Portland, Oregon – Any committee members interested in attending? Our office will cover registration and hotel and airfare for up to 3 committee members. Registration deadline is January 15, 2014.
    - Committee members who will attend: Bill Byrnes, Camille Thomas, Dave Lunt, and John Taylor.
    - Bonny will sign you up and pay your registration then.
    - You will need to make your flight and hotel arrangements and put those expenses on your purchasing card or your department's purchasing card. Bonny will reimburse your account for the cost of your airfare and hotel once you have attended the conference and you have provided her with copies of your receipts.
    - Your department is responsible for any other expenses incurred.

II. INFORMATION ITEMS

1. Sharon Weiner's report on Info Literacy - Report was posted to Canvas

The recommendations from this consultation in order of priority are:

1. Work with receptive academic departments on curriculum mapping and IL competencies.
2. Realign Library staffing and activities to support SUU priorities more strategically.
3. Be aware of campus initiatives and think creatively about how the library can contribute through IL.
4. Increase the campus understanding of IL. Be aware of campus initiatives and think creatively about how the library can contribute through IL.
5. Increase and expand Library collaborations to further support the University's learning mission.
6. Develop assessments that indicate how the Library services and programs contribute to the priorities of the University.
7. Make pedagogical improvements to the LM1010 course while merging it with a discipline course or phasing it out.

- Jessica stated that the English department really supports #7. They feel that 2010 would be a good possibility.
- Steve stated that the Library has discussed it in their meetings and they feel it is a lot to take on. They discussed a trio + 1 meaning to add LM 1010 to a trio. Doing that would illuminate the test out option. The course should be more rigorous.
- Bill said that by the January 15th meeting, he and Brad will have had a chance to talk to John Eye and will have more information to report to the Committee.

III. DISCUSSION/ACTION ITEMS

1. Course proposals for GE designation of language courses:

- Latin
- Greek
- Mandarin
- Accelerated French and Spanish courses
  - Not a good idea to put the accelerated French and Spanish into GE
  - Timing is bad right now since we're re-examining GE
  - Should be resubmitted in the fall
  - Need to include ELOs in syllabus.

2. Progress Reports by GE Working Groups

GE Mission Revision	**Pathways Ideas/Options**	**Rubrics for ELOs**
• Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred *Current Mission:* The mission of general education at SUU is to foster in students the intellectual and practical skills necessary as a foundation for successful life-	• John Taylor (Group leader) • David Rees • Kurt Harris	• Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox ELOs: Communication, Critical Thinking, Information Literacy

- John Taylor – General Education Modules (GEMS). Update about Nov 25 workshop
  - Reviewed the General Education Set Proposal form
  - Banner has an "attribute" function that could be applied to different courses and associated with ELOs. Could be a great way to track ELOs throughout student careers.
  - Form is a beginning point. Fill out and submit to GE Committee, for approval, this time of year for the fall.
  - Acquire and utilized knowledge of human cultures and physical and natural worlds through study in the fine arts, humanities, social & behavioral science, and life and physical sciences…**Why isn't this listed as one of the ELO's on the form?**
  - Christian recommended that it be included on the form but that it be checked already to show that it is not optional.
  - John said he created a community for faculty interested in the Set project on Google plus
  - He will be contacting faculty who attended the Nov 25 workshop to see what their opinion is on these changes.

- Johnny MacLean – Rubrics for ELOs - Info Literacy
    - Reviewed Information literacy draft – Everyone thought it looked good
    - Steve will take it back to the library to see what they think. Committee members will also talk to colleagues and gather input.
    - Bill will post rubrics to Canvas
    - Recommend rubrics be filled out online for ease of data gathering
    - Rubrics ready for next meeting
        - Jessica – Creative thinking
        - Dave – Quantitative Literacy
        - Camille – Teamwork
        - Johnny – Inquiry & Analysis

- Don Weingust – GE Mission Revision – new mission statement is:
  General Education at Southern Utah University provides the broad subject-area knowledge and learning skills foundational for achieving engaged, personalized and rigorous learning that transcends and complements students' majors and minors.

3. Dec 4 Meeting – Action Items

Projected Outcomes

- Approve revised GE mission? - Check
- Consensus on GEM and approval to move forward with implementing a piloting of new approach? Check and continue developing Set idea
- Agreement on rubrics? Check and working on more
- Other
    - Need to make ELOs more easily accessible.
        - Bill will put them on the right side of the My SUU Portal page and add them to faculty/staff resources off the SUU website.

4. Writing Course Descriptions - Will discuss this in more detail @ next meeting

What if…. What if our course descriptions were focused more on what a student will be able to know or be able to do as a result of the course?

CONTENT BASED DESCRIPTION *	**LEARNING OUTCOMES BASES DESCRIPTION**
COURSE DESCRIPTION **This course teaches the fundamentals of Educational Psychology. The course covers diverse learning theories, classroom management, and classroom assessment techniques. We will cover the aspect of human learning as imbedded in contextual factors such as SES, gender, culture, etc.** *(A typical content-focused course description lists the topics covered in the course, but does not include what the students will do or what is expected of them they will be able to demonstrate by the end of the course.)*	COURSE DESCRIPTION **This course will enable students to gather information about several human learning theories. The students will be able to plan classroom management and assessment methods for a hypothetical classroom they were to teach.** *(This course description does not list the course content and topics to be studied, but describes what the student will be able to do upon successful completion of the course)*

CONTENT EXAMPLE – From my course this fall	**OUTCOME REVISION** of my course
AA 6800 - Board Relations & Planning -3 credits This course provides in a depth study of the role of a Board of Directors and the planning process as it effects the operation of an arts organization. Specific topics covered include board and staff interaction, board duties and responsibilities, fundraising, governance models, strategic planning, parliamentary procedures for meetings, committee structures, and developing by-laws and articles of incorporation. (Fall odd years) *(This description mirrors what is noted about content based course descriptions. I put in the general and specific topics to be covered, but no explanation of what they'd actually do in the class.)*	**AA 6800 - Board Relations & Planning -**3cr This course will enable students apply board governance theory and best practices to help organizations align and fulfill their mission and vision. Personal and organizational planning techniques and processes will be applied to develop strategic and operational plans. Students will analyze case study organizations to learn how to identify where changes can be made to enable better planning and governance. Presentations and extensive discussion topics are designed to give students the tools to effectively engage with boards and board chairs. *(I opted for a mix of outcomes along with class activities with a focus on what they will be able to do with what they have learned in the course.)*

* SOURCE: Worksheet to write Learning Outcomes, by szaboz@rpi.edu

Is there any reason why we as the GE Committee shouldn't recommend all SUU course descriptions be outcomes focused?

IV. MEETING SCHEDULE – FALL SEMESTER

- January 15, 4pm

V. ADJOURN – Meeting was adjourned at 5:30 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

MINUTES – Jan 15, 2014 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*?

Present: John Allred, Bill Byrnes, Kurt Harris, Steven Irving, David Lunt, Johnny Maclean, Michelle Orihel, Andrea Stiefvater, John Taylor, Camille Thomas, Jessica Tvordi, Don Weingust, Christian Reiner, and Bonny Rayburn.

Not Present: Jordan Cox, Jake Johnson, and David Rees.

I. ANNOUNCEMENTS

GE Statewide Taskforce Meeting – Thursday, Feb 13 from 11am to 2pm

- Bill will announce where it will be held when he finds out.
- If any other committee members would like to attend, Bill would appreciate them being there.

Bill is attending the AAC&U National Conference next week.

- Bill will bring back any helpful materials he comes across.

AAC&U General Education Conference is being held February 27 – March 1, '2014 in Portland.

- Bill, John Taylor, Camille Thomas, and David Lunt are attending.
- Information will be discussed at the March meeting of this group.

II. INFORMATION ITEMS

Question – Invite President Wyatt to our Feb 12 meeting? Thoughts?

- President Wyatt has confirmed that he will attend our Feb 12 meeting.

III. DISCUSSION/ACTION ITEMS

Online catalog copy has menu choices on left that group Experiential Education and General Education together.

- **Moved that** they be listed separately and have their own link to avoid confusion…**Approved**

1. ACTION ITEMS: CSIS 1000 course

- **Moved that** CSIS 1000 be dropped as a Core GE required course at SUU…**Approved**
- **Moved that** credits for that course be reallocated as an extra elective general education course…**Approved**
- **Moved that** CSIS 1000 be moved to Social & Behavioral Science as a general education course…**Approved**

2. DISCUSSION ITEM - Rubrics – Johnny Maclean

Inquiry & Analysis	Quantitative Literacy
Critical Thinking	Information Literacy
Creative Thinking	Teamwork
Written Communication	Problem Solving

- Would like comments and suggestions
- Idea is for faculty members who teach general education courses to apply these ELOs to their course and we would receive data on whether or not their course meets these sub-categories.
- Do all sub-categories need to be met? Yes
- Before we send these to the Faculty Senate or Deans' Council, we need to operationalize it.
- Test drive rubrics in the sets.
- Put data in Canvas & use Speed Grader
- Change heading in last column to Unmet and you only have to enter something in the box if it is unmet
- Add a YES/NO summary box at the bottom of "Unmet" column
- Take a random sampling instead of using every student's data
- Students should be chosen for random sampling before the first day of class
- Some of the big schools use E-portfolios
- Please look rubrics over on Canvas and e-mail Johnny with any comments or suggestions by Friday, January 24th
- Johnny will make the changes and e-mail them to Bill
- Minimum ELOs met by each GE course should be three

3. DISCUSSION ITEM - John Taylor – General Education SET Concept – Follow up and development

- We need help from people from other areas.
- Looking for six trios this fall and six duos
- We were hoping for one duo and at least one trio from every knowledge area.
- Michelle will bring this up at the next Faculty Senate meeting.
- Want to get these nailed down by January 27th
- John will come and pitch the idea at department meetings if you would like him to

4. DISCUSSION ITEM - Don Weingust – GE Mission Revision - General Education at SUU -
The GE Program at SUU provides broad subject-area knowledge and learning skills foundational for achieving engaged, personalized and rigorous learning that transcends and complements students' majors and minors.

5. DISCUSSION ITEM: Follow up on Information Literacy consultant report

Recommendation: Keep Info Literacy Course in GE for another year but take this opportunity to implement changes that can be in place for fall of 2015.

- No action being proposed at this point.

GE Working Groups

GE Mission Revision	**Pathways Ideas/Options**	**Rubrics for ELOs**
• Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred *Current Mission:* The mission of general education at SUU is to foster in students the intellectual and practical skills necessary as a foundation for successful life-	• John Taylor (Group leader) • David Rees • Kurt Harris	• Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox ELOs: Communication, Critical Thinking, Information Literacy

6. Writing Course Descriptions - Will discuss this in more detail @ next meeting

What if…. What if our course descriptions were focused more on what a student will be able to know or be able to do as a result of the course?

CONTENT BASED DESCRIPTION *	**LEARNING OUTCOMES BASES DESCRIPTION**
COURSE DESCRIPTION **This course teaches the fundamentals of Educational Psychology. The course covers diverse learning theories, classroom management, and classroom assessment techniques. We will cover the aspect of human learning as imbedded in contextual factors such as SES, gender, culture, etc.** *(A typical content-focused course description lists the topics covered in the course, but does not include what the students will do or what is expected of them they will be able to demonstrate by the end of the course.)*	COURSE DESCRIPTION **This course will enable students to gather information about several human learning theories. The students will be able to plan classroom management and assessment methods for a hypothetical classroom they were to teach.** *(This course description does not list the course content and topics to be studied, but describes what the student will be able to do upon successful completion of the course)*
CONTENT EXAMPLE – From my course this fall	**OUTCOME REVISION** of my course
AA 6800 - Board Relations & Planning -3 credits This course provides in a depth study of the role of a Board of Directors and the planning process as it effects the operation of an arts organization. Specific topics covered include board and staff interaction, board duties and responsibilities, fundraising, governance models, strategic planning, parliamentary procedures for meetings, committee structures, and developing by-laws and articles of incorporation. (Fall odd years) *(This description mirrors what is noted about content based course descriptions. I put in the general and specific topics to be covered, but no explanation of what they'd actually do in the class.)*	**AA 6800 - Board Relations & Planning -**3cr This course will enable students apply board governance theory and best practices to help organizations align and fulfill their mission and vision. Personal and organizational planning techniques and processes will be applied to develop strategic and operational plans. Students will analyze case study organizations to learn how to identify where changes can be made to enable better planning and governance. Presentations and extensive discussion topics are designed to give students the tools to effectively engage with boards and board chairs. *(I opted for a mix of outcomes along with class activities with a focus on what they will be able to do with what they have learned in the course.)*

* SOURCE: Worksheet to write Learning Outcomes, by szaboz@rpi.edu

IV. MEETING SCHEDULE – SPRING SEMESTER

- February 12, 4pm – Final meeting before catalog copy is due
- March 19, 4pm
- April 16, 4pm

V. ADJOURN – Meeting was adjourned at 5:30 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes*. … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Minutes – Feb 12, 2014 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*?

Present: John Allred, Bill Byrnes, Kurt Harris, Steven Irving, David Lunt, Johnny Maclean, Michelle Orihel, John Taylor, Camille Thomas, Jessica Tvordi, Don Weingust, Christian Reiner, and Bonny Rayburn.
Not Present: Jordan Cox, Jake Johnson, David Reese, and Andrea Stiefvater.

I. ANNOUNCEMENTS

GE Statewide Taskforce Meeting – Thursday, Feb 13 from 11am to 2pm, Regents Office, SLC

- Bill & John attending – via internet

AAC&U General Education Conference is February 27 – March 1, 2014 in Portland

- Bill, John Taylor, Camille Thomas, Todd Petersen, and David Lunt are attending

II. INFORMATION ITEMS

- Invite President Wyatt to our March 19 meeting (President Wyatt can't make the Feb 12 meeting)
- Action items on CSIS 1000 were pulled from UUCC meeting agenda due to hold being put on MS in Cyber Security degree. (see file on Canvas regarding Digital Literacy Plan)
    - Master of Science in Cyber Security was put on hold
    - CSIS 1000 has a one year reprieve
    - John asked committee members to go back to their faculty members and ask them "What does digital literacy mean to you?" Please bring comments to next meeting.
    - Christian mentioned that there is a lot on the topic of digital literacy on Goggle.

III. DISCUSSION/ACTION ITEMS

1. Committee leadership transition and minor revision to GE policy
    - John Taylor has a new position – Provost's Faculty Fellow for Academic Affairs
    - Chairmanship of the General Education Committee will shift over to John Taylor
2. Policy 6.8.3
    - Committee approved proposed wording to be added to the policy about Provost designated GE Committee chair.
    - We need another COSE representative. Will try add person before the March meeting.

3. How do we market and represent Focused Interests Groups (FIG)s to campus communicty? Website, recruiting, etc.?

a. Online FIGs?
b. Where FIGs come from? Pitfalls and concerns.
- FYI – John's new office is in Admin 304F
- There is a lot of support behind FIGs
- COSE has really been moving on these FIGs
- Freshmen register before anyone else
- Students will be registering for these FIGs on March 1st
- Freshmen will be asked, when they register for orientation, if they are interested in a Focused Interest Group. If they mark down that they are, a report is generated and sent to the advisor, and the advisor manually registers them.
- Helping with bottlenecks
- Parker Grimes is making an App to help with this
- To set up FIGs go through department chairs
- Advisors are helping with creating FIGs and are driving them
- This first year we'll ask professors to assess just one ELO
- John suggests working with advisors on the FIGs idea
- Need to make sure that courses in FIGs don't conflict
- Need to think about how much extra work registering students for FIGs by hand will be for advisors.
- Banner is completely changing their registration function starting next year.
- Incentive for students: Professors working together will give students a broader, more well rounded, and more rewarding learning experience. Will also more efficiently register students, therefore, shortening time to graduation.

4. Assessment of ELOs. Update and ideas.
- At the account level, if we go in and set up ELOs in the right way, then professors go into their individual Canvas shells, they come up with their assignments, make a value rubric, link items in rubric to ELOs. Once you get this all set up, Canvas is gathering information behind the scenes. At the end of the process, the professors don't have to generate a report assessing the ELOs. Linked information can pulled in Canvas.
- Need to encourage professors who teach GE courses to use Canvas and show them how to use this process. We can teach them how to set this up.
- You could even link individual multiple choice questions, if they were testing through Canvas, to ELOs. So, just by taking the test, we get the results.
- Once the rubric is set up and linked, you never have to do it again.
- John is meeting with Ean Harker to discuss this. John would love to come and visit committee members and show them how to get this set up. Just give him a call to set up a time to get it done.

GE Working Groups

GE Mission Revision	**GE Sets/Options**	**Rubrics for ELOs**
• Don Weingust (Group leader) • Steve Irving • Andrea Stiefvater • John Allred	• John Taylor (Group leader) • David Rees • Kurt Harris	• Johnny Maclean (Group leader) • David Lunt • Camille Thomas • Jessica Tvordi • Jordan Cox

IV. MEETING SCHEDULE – SPRING SEMESTER

- March 19, 4pm

- April 16, 4pm

V. ADJOURN – Meeting was adjourned @ 5:21 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

NWCCU Standard 2 Education Resources and Undergraduate Program

2.C.10. - *The institution demonstrates that the General Education components of its baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

AND Standards 4 - Assessment

4.A.3 - *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* … **AND** …

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Mar 19, 2014 @ 4pm, Admin 304H

General Education Committee (GEC)

Committee Charge:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)
3. Provide oversight of the General Education courses offered at SUU.
4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

**See SUU Policy 6.8.3 for additional details about the committee*

The BIG QUESTION – How do we know if our mixture of GE courses is fulfilling our mission of *foster*(ing) *in students the intellectual and practical skills necessary as a foundation for successful life-long learning*?

Present:

I. ANNOUNCEMENTS

GE Statewide Taskforce Meeting – Monday, Apr 21 from 11am to 2pm, Regents Office, SLC

- John Attending. Planning "What's an Educated Person?" conference. Thoughts?
- We had a lively discussion about the conference. And, what types of things happen there.

AAC&U General Education Conference is February 27 – March 1, 2014 in Portland

- Bill, John Taylor, Camille Thomas, Todd Petersen, and David Lunt are attending

II. INFORMATION ITEMS

- Introduction of new GE Committee members
- JT introduced to Bill Heyborne who was not able to make it. Reko and Josh both introduced themselves
- AAC&U General Education Conference Big Idea Summary (attendees)
- Bill Byrnes was surprised about who is actually teaching GE courses for universities. A large number of these courses are taught by adjunct or lecturer faculty. We need to make sure that we support those teachers who are also teaching our GE courses. We need to use our faculty centers to help facilitate this. There was also much discussion about how annual faculty reviews and assessment need to be tightly integrated. How do we also avoid using assessment as a weapon against faculty members, while still maintaining acceptable levels of assessment university wide. Also, how do we use these assessments to help better GE courses? Also discussed the difference between a valuation and assessment. Christian suggested that we use the following definition: understanding, confirming, and approving student learning.
- Dave Lunt learned that we should make rubrics as flexible as possible and it faculty members will have more by-in if they have more control over the rubric. If each department is using their own rubrics how do we then assess university wide?
- Camille Thomas was interested in how we develop the campus wide intellectual excitement about General education and assessment. Her second main area of interest was building interdisciplinary sets of courses. How do we invite input from the campus? What does this system look like? Embracing critique.
- We then lined up a meeting time with the Northwest accreditation group.

- President Wyatt noted that only 15% of american universities has the “Chinese Menu” option for GE and that freshmen should be taken care of first, as far as registration is concerned. He expressed his desire to integrate these ELO’s into a more cohesive model than we currently have.

III. DISCUSSION/ACTION ITEMS

1. Defining and Assessing Digital Literacy (CSIS)
    1. Rob Robertson presented what the CSIS Department is rolling out to assess digital literacy. Timelines were presented. He also presented two books that can be read by committee members to inform us better as we build criteria for assessment. Discussed which knowledge area digital literacy would fall within and agreed that it was a tough fit. Additionally, the test out option for a CSI S course may start a precedent that we want to avoid. In that, if the student fails a particular essential learning outcomes will they have to repeat a course? Fundamentally, this begs the question do you pass a course or do you pass an outcome?

2. High Impact Practices and ELO’s
    - John Taylor discuss the synergistic relationship between the Edge program and GE courses. These two components bring together all of the high impact practices as set forth by the AAC&U. GE courses are also viewed as providing students one piece of the grand puzzle. However, we need opportunities to let students assemble their puzzle. The Edge program does just this, along with the focused interest groups.
    - JT then suggested that we break up into smaller subcommittees to address three main areas. 1) Logistics, 2) Public Relations and 3) Professional Development
    - JT also brought up eportfolios and how the state might turn into a software entitled Pathbrite.
    - Jess T. brought up the idea that our programmatic FIGS may be hurting diversity within the courses and that this is not a good thing for GE.

3. Obstacles of the Focused Interests Groups (FIGs): Assessment (JT), FIG Regulation & Timeline (JA), PR and Creation (KH).
    a. Break into subcommittees and brainstorm TOP 10 Obstacles

GE Working Groups

IV. MEETING SCHEDULE – SPRING SEMESTER

➢ April 16, 4pm

V. ADJOURN

General Education Committee (GEC)

Agenda: Wednesday, April 16, 2014 at 4:00pm
ADMIN 304 H

COMMITTEE CHARGE:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and

2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)

3. Provide oversight of the General Education courses offered at SUU.

4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty

Present:
Not Present:

I. ANNOUNCEMENTS
A. Findings of the NWCC visit.
B. State GETF meeting in SLC. 4/21/2014 at 11:00 am.

II. INFORMATION ITEMS
A. GE Obstacle Teams
1. Logistics: Chair, John Allred, Reko H., Bill H., Don W., Andrea S., Parker G.
2. Public Relations: Chair, Camille Thomas, Joshua P, Steve I., Todd P., Jake J.,
3. Professional Dev: Chair, John Taylor, Jess T., Johnny M., Dave L., Grant C.

III. DISCUSSION/ACTION ITEMS
1. Top Ten Obstacles Break out.
a) Timelines: What needs to be done by Fall? Spring? One year, two years?
b) Low-hanging fruit?

IV. MEETING SCHEDULE
A. Opening meetings in August? Monday August 18th.

1. **Learning Outcomes (see NWCCU Standard 2.C.10):**
   A. The General Education components of SUU's baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes.

   B. The GE learning outcomes are stated in relation to the institution's mission and learning outcomes for SUU's baccalaureate degree programs and transfer associate degree programs.

2. **Assessment of Student Learning (see NWCCU Standard 4.A.3):**

   A. SUU has an effective, regular, and comprehensive system of assessment of student achievement of the GE Learning outcomes.

   B. SUU demonstrates that students who complete the GE program wherever offered and however delivered achieve the identified GE learning outcomes.

   C. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified GE learning outcomes.

3. **Use of Assessment Results (see NWCCU Standard 4.B.2):**

   A. SUU uses the results of its assessment of student learning related to the GE learning outcomes to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements of the GE learning outcomes.

   B. Results of student learning assessments related to the GE learning outcomes are made available to appropriate constituencies in a timely manner.

General Education Committee (GEC)

Agenda: Friday, May 9, 2014 at 9:00 am

Pastry Pub

COMMITTEE CHARGE:

SCOPE: GEC is responsible for providing quality and oversight of all of the General Education courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on General Education and alignment with SUU's strategic and academic plans.

GEC RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic general education program that meets the agreed upon institutional learning outcomes and goals.

2. Develop and coordinate the GEC's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC)

3. Provide oversight of the General Education courses offered at SUU.

4. Work with the Center of Excellence for Teaching and Learning (CETL) to help support faculty teaching effectiveness in general education courses.

Present:
Not Present:

I. ANNOUNCEMENTS

A. None

II. INFORMATION ITEMS

A. GE Obstacle Teams
   1. Logistics: Chair, John Allred, Reko H., Bill H., Don W., Andrea S., Parker G.
   2. Public Relations: Chair, John Taylor, Joshua P, Steve I., Todd P., Jake J., Michelle O. (Faculty Senate)
   3. Professional Dev: Chair, Johnny MacLean, Jess T., Johnny M., Dave L.,

III. DISCUSSION/ACTION ITEMS

1. More Top 10 Obstacles
   a) Timelines: What needs to be done by Fall? Spring? One year, two years?
   b) Get Specific on the close ones
   c) Low-hanging fruit?
      (1) Logistics:
         (a) Defining GE (The website) Mission, Core Themes)
         (b) Centralizing FIGS (Done-JT will explain)
         (c) Where do FIGS begin (Ty Redd's idea) Thoughts?
      (2) PR
         (a) Defining FIG (see above)
         (b) Info new students/parents would need (Todd P. pitch the app idea)
         (c) Info for current students (App)
         (d) Advisors, faculty, recruiters
      (3) PD
         (a) Standardize definitions (problem areas to rectify today)
         (b) Rubrics (JT will illustrate current thinking via spreadsheet)
         (c) Syllabi (Fall Training along with Rubrics—Christian?)

IV. MEETING SCHEDULE

A. Opening meetings in August? Monday August 18th.

1. Learning Outcomes (see NWCCU Standard 2.C.10):

A. The General Education components of SUU's baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes.

B. The GE learning outcomes are stated in relation to the institution's mission and learning outcomes for SUU's baccalaureate degree programs and transfer associate degree programs.

2. Assessment of Student Learning (see NWCCU Standard 4.A.3):

A. SUU has an effective, regular, and comprehensive system of assessment of student achievement of the GE Learning outcomes.

B. SUU demonstrates that students who complete the GE program wherever offered and however delivered achieve the identified GE learning outcomes.

C. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified GE learning outcomes.

3. Use of Assessment Results (see NWCCU Standard 4.B.2):

A. SUU uses the results of its assessment of student learning related to the GE learning outcomes to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements of the GE learning outcomes.

B. Results of student learning assessments related to the GE learning outcomes are made available to appropriate constituencies in a timely manner.