

Minutes

Sept. 20, 2012 @ 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 details

Present: John Allred, David Berri, Curt Bostick, Eric Brown, Bill Byrnes, Shawn Domgaard, Kurt Harris, Steve Irving, John Taylor, Kim Weaver, and Bonny Rayburn.

Not in Attendance: Mark Atkinson and Camille Thomas.

I. ANNOUNCEMENTS

- Introductions of the committee
- FYI - Deadlines Curriculum Consent, Substantive and Degree/Program Changes
 - Noon, Oct 5, Nov 30, Feb 1 and April 5 (Oct, Nov and Feb changes will be reflected in E-Catalog for 2013-14)
- *Educated Person Conference* – Oct 26, Snowbird, conference hotel discount rate deadline is Sept. 25 and conference pre-registration discount deadline is Oct 5 – Any committee members interested in attending?
 - Anyone interested, e-mail Bill. His office will reimburse your department for the registration fee and the hotel room.

II. INFORMATION ITEMS

- The General Education Committee is set up on CANVAS as a course. Bill reviewed how to access committee on canvas and reviewed the content currently posted there. Bill also thanked the members of the GE Task Force from last year for their work on the GE policy, and the changes in the e-catalog pertaining the mission and the the learning outcomes
- Summary Review of GE Policy 6.8.3
 - Wording from policy built into agenda header
- Review of graphic - "How Is General Education Course Work Organized at SUU?"
 - There are 13 courses listed in the core requirements, 14 courses in Fine Arts, 30 in Humanities, 31 in Social & Behavioral Sciences, 9 in Life Science, and 15 in Physical Science for a total of 112.
- Review of Essential Learning Outcomes and Overall SUU Assessment Rubric - Handout
- General Education Program – Overview – Handout as well as detailed breakdown of classes offered at SUU in GE

III. DISCUSSION/ACTION ITEMS

- **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*?
- **DISCUSSION** - GE Survey – John Taylor – next steps, survey all faculty – timing of survey and use of results?
 - There was a lengthy discussion on whether this was the best way to find out what learning outcomes were covered by each General Education course.
- **ACTION:** Committee members voted to table the survey. Motion was passed to move on gathering syllabi for GE classes and review them to see how learning outcomes are articulated. **Bill will contact Department Chairs to request copies of the syllabi before the next committee meeting.**
- **DISCUSSION – DIFFERED TO NEXT MEETING** – AAC&U Publication - *The Art & Science of Assessing General Education Outcomes* – Thoughts, reactions, epiphanies, etc. regarding the book at the assessment process?

IV. OTHER BUSINESS

- Committee meeting 2 –**Thur. Nov 1 @4:00pm, ADM 304H**
- Committee Meeting 3 – TBA

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

Meeting Minutes - Nov. 1, 2012 @ 4pm, Admin 304H

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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*

Present: John Allred, Mark Atkinson, David Berry, Curtis Bostick, Eric Brown, Bill Byrnes, Shawn Domgaard, Kurt Harris, John Taylor, Camille Thomas, Kim Weaver, Christian Reiner, and Bonny Rayburn

Not in Attendance: Steven Irving (excused)

I. ANNOUNCEMENTS

1. AAC&U national conference – Boston, MA Feb 28 to March 2 – “General Education and Assessment: A Sea Change in Student Learning”
2. Anyone from the GE Committee interested in attending please e-mail Bill. I'd like to see if 2 or 3 others from the committee would like to attend the conference with me.
3. Kurt Harris will be presenting at the conference and John Taylor and Bill Byrnes will be attending.
4. College/School Forum Meetings with Provost & Assoc Provost Question being posed: “What makes of general education distinctive from other comparable campuses?”
5. Have met with PVA & HSS so far. Working way through the other colleges.

II. INFORMATION ITEMS

- Quick Report on the “What is an Educated Person Conference” Oct 26 at Snowbird – Bill
- Basic focus was about the Lumina Degree Qualifications Profile (DQP) project & the Tuning process.
- USU – Example of USU College of Humanities and Social Sciences approach to existing GE offerings – *Pathways Through General Education* – handout
- Bill brought back a copy of their GE pathways brochure from the USU College of Humanities and Social Sciences. Bill urged committee members to carry back to their departments this idea and see what they think about it. Committee members pointed out that, with this concept, the number of courses to choose from is greatly diminished. Bill stated that USU was working from the basis too many GE course choices wasn't necessarily a good thing. Committee members also noticed that there were no language classes included.
- SLCC E-Portfolio handout – document for students regarding developing their e-portfolio – John Taylor offered a few observations about SLCC GE e-portfolio. Kurt Harris noted that a portfolio process was part of the EDGE program.
- NWCCU Standards pertaining to Learning Outcomes & Assessment – Posted to Canvas
- Essential Learning Outcome & Bloom's Taxonomy of Learning Domains – Posted to Canvas

III. DISCUSSION/ACTION ITEMS

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?

1. **Review of Sample Syllabi Survey results:** Discussion about learning outcomes – discussion will be facilitated by Christian Reiner - Review of syllabi plus sample assignment grid and sample assignment rubric – Power Point presentation and handout.

- SUU has adopted a basic assessment framework that has four steps: define, facilitate, assess, and the fourth step in improve and is a closing the loop.
- The center of the assessment diagram is student learning.
- Christian pointed out there are three different sets of GE outcomes in play currently – the State of Utah’s GE learning outcomes in policy R470, and SUU’s overall GE learning outcomes and then there are learning outcomes associated with each of the knowledge areas in our e-catalog.
- Christian mentioned that, as he looked over the sample GE syllabi the committee reviewed, he noticed that the learning outcomes were really teacher-focused and student-focused. He pointed out to the committee that a learning outcome for a course needs to answer the question about what a student is expected to learn in the course. He offered the example of a statement about learning that could be worded as, “Students successfully completing this course will be able to _____”
- Eric Brown stated that the Regents policy R470 says that the competencies shall be identified by the general education task force and faculty during their majors meetings. He said he tried to find anything that the general education task force had said about competencies but I couldn’t find anything. It isn’t clear to him what competencies we are supposed to be stressing in GE at SUU. Bill indicated he’s follow up with the State-wide GE Task Force for clarification on these issues.
- Shawn Domgaard, the student rep, stated that information about GE courses aimed at the students need to be simplified and more concise so the students will read it. Shawn indicated the e-catalog is not seen by students as a primary resource about GE course offerings. Bill agreed and said that is the point he’s trying to get across. The institution needs to be more clear about what we are intending the students to do and get out of their studies as they move through our GE course offerings.

2. **Next steps with review of sampling of syllabi and feedback to faculty?**

Desired Outcome – Taken action dictated by Policy 6.8.3 Section III. 3d. *Annually review a sampling of syllabi from GE classes and provide feedback to faculty and programs as needed.*

QUESTIONS:

What actions by the GE Committee members are feasible given current workload and priorities?

- After a great deal of discussion, committee members agreed that for the next meeting each committee member who teaches General Education courses will revise their syllabi to include more direct student learning outcomes in their course. The committee will discuss each syllabus at the next meeting and further refine the learning outcomes with Christian Reiner’s assistance. **[Post meeting suggestion: Faculty revising their syllabus should e-mail them to Bill by 5:00 p.m. on Monday, November 26th so they can be posted on Canvas prior to the November 29th meeting.]**

3. **These ideas were also discussed at the meeting:**

- What about a GE capstone course?
- Restructure GE so core classes need to be taken before others
- Simplify the syllabus policy so it is less of hassle for faculty

- Bill urged committee members to look at the catalog, and think about whether there is a minimal pathway that students should follow. John Allred mentioned that, if this is the route the institution is going to take, care should be taken to make sure this is not going to affect transfer students in a negative way. The rule where everything is transferable in the state becomes challenging.
- Shawn Domgaard spoke of feedback he had from students about their GE experience at SUU. The course that seemed to generate the most negative feedback was CSIS 1000, the Computer Literacy class. Students expressed frustration about the course content and the relevance of some of the software used in the class.

IV. OTHER BUSINESS

- Committee meeting 3 –**Thur. Nov 29 @4:00pm, ADM 304H**
- Committee Meeting 4 – Proposed for Thursday, Jan. 17 @ 4pm, ADM 304H

V. Adjourn – Meeting was adjourned at 5:45 p.m.

MINUTES - Nov. 29, 2012 @ 4pm, Admin 304H

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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*

Present: John Allred, David Berri, Curtis Bostick, Eric Brown, Bill Byrnes, Shawn Domgaard, Kurt Harris, Steven Irving, John Taylor, Camille Thomas, Daniel Eves for Kim Weaver, Christian Reiner, and Bonny Rayburn.

Not in Attendance:

I. ANNOUNCEMENTS

- AAC&U GE Conference "General Education and Assessment: A Sea Change in Student Learning" – Feb 28- Mar 2, Boston, Bill, John, Kurt and Steve attending. Anyone else interested?
 - Nobody else interested
- Other?

II. INFORMATION ITEMS

- NWCCU Standards pertaining to Learning Outcomes & Assessment – Posted to Canvas
- Essential Learning Outcome & Bloom's Taxonomy of Learning Domains – Posted to Canvas
- Draft of Policy 6.36 Syllabus is posted to Canvas – subject of discussion at Faculty Senate
- Other?

III. DISCUSSION/ACTION ITEMS

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?*

1. **ACTION ITEM:** Motion – The GE Committee endorses the draft proposal to set a 60 credit-hour limit on GE core courses a student needs to complete at SUU. (see draft motion posted to Canvas)
 - Committee members agreed to endorse the proposal but suggest added wording that students who don't accomplish this requirement must:
 - have mandatory advising and
 - be attempting to make progress toward completing the requirement by taking at least one required course per semester

2. **DISCUSSION ITEM - Review of Syllabi:** Discussion about learning outcomes – discussion will be facilitated by Christian Reiner - Review of syllabi submitted by GE Committee members

- ART 1110
 - BIOL 1020
 - CHEM 1210
 - ECON 1740
 - ENGL 1010 (Summer - London)
 - ENGL 2010 (Summer - London)
 - HIST 1100
- Student learning outcomes should be student focused not teacher focused
 - Should be focused on outcome not a “process”
 - Suggest using the wording “Student Learning Outcomes” instead of “Course Objectives”
 - Use word like “demonstrate” instead of “Develop” or “Gain” proficiency in outcomes
 - How To Write Learning Outcomes document and Writing Assessable Learning Outcomes document accessible here <http://suu.edu/academics/provost/resources.html>
 - The goal is to have outcomes that clearly describe what students will know upon completing the class
 - Christian suggested using the phrase – “Students completing the course will be able to _____”
 - A master syllabus might be a good idea for courses that are taught by several different people
 - A table included in syllabus showing outcomes related to assignments makes it clearer to the student the connect between the two
 - It also helps if you define terms used in the syllabus so students understand exactly what is you are expecting
 - It is a good idea to state clearly what is expected of the students in your early class meetings

3. **DISCUSSION ITEM - Review of the current mix of Learning Outcomes in play at SUU**

(See 11x17 worksheet showing LEAP, USHE and SUU GE Learning Outcomes)

- Let’s take the puzzle pieces and put them together. What will we create?

OUTCOME: A consensus is reached and a decision is made regarding what will be the learning outcomes we will be using to assess our GE classes at SUU and the GE Program overall.

DISCUSSION: We have multiple sets of learning outcomes folded into our GE core and knowledge areas. Most can be mapped back to either the R470 GE policy or to the LEAP Essential Learning Outcomes. However, the problem is very few of our current GE courses actually speak to the broader LEAP and R470 outcomes. Nor do courses seem to reference the learning outcomes for the Core GE classes and Knowledge Areas.

- Committee members asked if we really need department or college learning outcomes. Would it be better to just use the LEAP Essential Learning Outcomes?

HOW WILL ACHIEVE THIS OUTCOME?

Step 1: The GE committee needs to decide what learning outcomes need to be included and then assessed in the 100+ GE classes we offer.

TIMELINE: January 16 and Jan 30 meeting of GEC will be focused on clarifying and listing revised GE learning outcomes.

Step 2: GEC reps meet with department curriculum committee(s) to brief them on the agreed upon learning outcomes.

TIMELINE: February 2013

STEP 3: GEC reps work with the department curriculum committee(s) to establish a process for reviewing GE syllabi and then implement updated GE syllabi. (Different approaches will need to be developed given the numbers of GE courses offered in each college/school.)

TIMELINE: Starts March 2013 and completed by Dec 2013. As feasible, fall 2013 courses would have syllabi revisions complete in time for classes and then the remaining syllabi would be updated for the Spring 2014 semester classes.

REMINDER OF STANDARDS

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.*

IV. OTHER BUSINESS

1. Longer range considerations

- **ASSESSMENT:** After completing the process of updating and revising our syllabi and aligning them with our GE and LEAP/R470 outcomes, we will need to develop an assessment process to as per NWCCU Standard 4.A.3 and 4.B.2.
- **TIMELINE:** Develop assessment tools and process in Spring 2014 and begin assessment process with classes offered in fall 2014

2. Future meetings

Options for Committee Meetings for Spring Semester

- Bonny will create a doodle poll to find out everybody's availability

| DAY – DATE | TIME SLOT 1 | TIME SLOT 2 | TIME SLOT 3 | TIME SLOT 4 |
|--------------------|-------------|-------------|-------------|-------------|
| WEDNESDAY – Jan 16 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| THURSDAY – Jan 17 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>AND</i> | | | | |
| WEDNESDAY – Jan 30 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| THURSDAY – Jan 31 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>AND</i> | | | | |
| WEDNESDAY – Feb 13 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| THURSDAY – Feb 14 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| WEDNESDAY – Feb 20 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| THURSDAY – Feb 21 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>AND</i> | | | | |
| TUESDAY – Mar 26 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| WEDNESDAY – Mar 27 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>AND</i> | | | | |
| WEDNESDAY – Apr 17 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| THURSDAY – Apr 18 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>AND</i> | | | | |
| THURSDAY – May 9 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |
| <i>OR</i> | | | | |
| FRIDAY – May 10 | 1pm-2:30 | 2pm- 3:30 | 3pm -4:30 | 4pm -5:30 |

V. **Adjourn** – The meeting was adjourned at 5:32 p.m.

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

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

Present: John Allred, David Berri, Curtis Bostick, Eric Brown, Bill Byrnes, Steven Irving, Andrea Stiefvater, John Taylor, Camile Thomas, Kim Weaver, Christian Reiner, and Bonny Rayburn.

Not in Attendance: Shawn Domgaard, Kurt Harris, and Jake Johnson

I. ANNOUNCEMENTS

- Bill welcomed Andrea Stiefvater, the new director of ESL to the committee and everyone introduced themselves.
- E-catalog has a glitch in the associate of applied science section. The credits for the courses listed add up to more than 20-21 credits listed. Problem is being corrected but Bill wanted to make committee members aware of the problem.
- Bill asked committee members to please take a look at their GE course listings and descriptions and make sure they are correct.

II. INFORMATION ITEMS

- None

III. DISCUSSION/ACTION ITEMS

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?*

1. ACTION ITEM – MOTION: Consolidate the GE learning outcomes to the 14 SUU Essential Learning Outcomes

- See 11x17 worksheets showing SUU, LEAP & USHE Learning Outcomes
 - There was a long discussion regarding consolidation of learning outcomes.
 - Couldn't come to a consensus. Some committee members agreed that it would be good to remove the knowledge area learning outcomes and others thought they were necessary.
 - Some committee members found it useful to have knowledge area learning outcomes there as a connection between the course learning outcomes and SUU's Essential Learning Outcomes.
 - Bill stated that the SUU's Essential Learning Outcomes listed are now integrated with the state mandated R470 General Education policy.

- Bill asked that committee members to come up with their own text for #1 Essential Learning Outcomes and e-mail your suggested changes to Bill before January 28th.
- Discuss list of SUU's Essential Learning Outcomes with your colleagues and send suggestions to Bill by January 22th.

IV. OTHER TOPICS

Future meetings

- Wed. Jan 30 at 4pm
- Wed. Feb 20 at 4pm

REMINDER OF STANDARDS

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.*

V. Adjourn - Meeting was adjourned at 5:34

MINUTES – Jan. 30, 2013 @ 4pm, Admin 304H

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Not in Attendance:

I. ANNOUNCEMENTS

- The ELO definitions document was discussed in DC on Monday, Jan 28 and it will be forwarded to the Faculty Senate Academic Affairs Committee for their review.
 - It will be toward the end of February before there is any feedback from them.

II. INFORMATION ITEMS

- Draft program for Boston GE Conference is posted to Canvas under the Jan 30 Module – please look it over and let me know by Feb 20 if there any sessions the look like MUST GO's
 - There are 54 sessions, so please let us know by Feb 20 if there are any of the sessions you would like to have us attend and bring back information on
- SUU Mission and ELO alignment

III. DISCUSSION/ACTION ITEMS

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?*

DECISION PATH

STEP 1A: The GE committee acts to either only use the ELOs as the core and knowledge area learning outcomes. (Making this decision does not preclude faculty from creating LOs for their GE classes in addition the ELOs.)

- **After discussion committee members voted unanimously to use only the ELOs as the core and knowledge area learning outcomes fro GE.**
 - **Add knowledge areas to A.1. – Knowledge of Human Cultures and the Physical and Natural World.**
 - **Bill will generate a working document with the ELOs plugged into it.**

- **John Allred will work on coming up with a report from Banner that will list the names of faculty members who are teaching Gen Ed courses.**
- SUU Learning Outcomes & Areas of Study & Assessment Rubric
 - General Education Classes, Labs & Studios – Drop the Reinforced and Mastered choices from this column.

IF/THEN SCENARIOS

STEP 1A: GEC reps meet with department curriculum committee(s) to review with them the agreed upon learning outcomes and definitions and engage in a mapping of ELOs to core & knowledge areas . The purpose of the mapping is to ensure students will come into contact with each learning outcome independent of the combination of GE course he/she takes.

TIMELINE: Complete before Feb 20, 2013

STEP 2: GEC reps work with the department curriculum committee(s) to establish a process for reviewing GE syllabi and ensuring that the applicable GE learning outcomes are reflected in the syllabi.

TIMELINE: Starts March 2013 and completed by Dec 2013.

As feasible, fall 2013 courses would have syllabi revisions complete in time for classes and then the remaining syllabi would be updated for the Spring 2014 semester classes.

STEP 3: Bill will propose revisions to the GE catalog copy to reflect full set of ELO's as agreed upon

TIMELINE: Finalize catalog copy revisions by Feb 20 meeting

IV. OTHER TOPICS

1. GE "Boot Camp"?

- Schedule a day and a half workshop (Aug 15 and 16) focused entirely on GE courses at SUU. Possible Topics: Syllabus revision and integration with SUU Learning Outcomes, creating and applying practical assessment rubrics to GE classes, assessing and reporting on student learning outcome achievement, and so forth. (Suggestions for topics for the workshops would be solicited from faculty.
- **TIMELINE:** Develop assessment tools and process in Spring 2014 and begin assessment process with classes offered in fall 2014
 - **Please give it some thought. Talk to your colleagues about it and be prepared to let Bill know if you think it is worth pursuing at our February 20th meeting.**

2. SUU GE Engagement Tracks?

- Create SUU's version of USU's "Pathway" concept by starting with the 5 Engagement Centers (Civic, Global, Leadership, Creative, Outdoor) and designating the appropriate GE courses from the core and five knowledge areas to align with the Centers. Create additional engagement tracks in areas based on our faculty recommendations.
- **TIMELINE:** GE establishes subcommittee to work on Engagement Tracks Fall semester 2013 for implementation with Fall 2014 catalog.
 - Committee members seemed to like the pathways idea for respective colleges and agreed it might make scheduling much easier for students.
 - John Allred stated that his area is looking at this to try and get incoming freshmen starting in the right direction.
 - **Please give it some thought. Talk to your colleagues about it and be prepared to let Bill know if you think it is worth pursuing at our February 20th meeting.**

3. Future meetings

- **Wed. Feb 20 at 4pm**
- **Wed. Mar. 27 at 4pm**
- **Wed. April 17 at 4pm**
- **Friday, May 10 at 3pm**

REMINDER OF STANDARDS

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V. ADJOURN: Meeting adjourned at 5:21 p.m.

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Not in Attendance: Kurt Harris and Kim Weaver.

I. ANNOUNCEMENTS

- Bill has talked to Dean McDonald and Provost Cook regarding adding another person from HSS to the committee since there is such a large inventory of courses and only one representative. The idea would be to get someone to cover non-social science courses.
- Bill reported he and the Provost have wrapped up campus forum meetings with academic areas and are finishing up administrative areas. So far the feedback has been generally positive as far as supporting the changes to the general education program at SUU.

II. INFORMATION ITEMS

- GE 2013-14 Catalog copy posted to Canvas
 - Bill has posted the general education section for the new online catalog on Canvas. Please look over the document and send any changes you have to Bill by 5:00 p.m. on Friday, February 22nd.
- Updated ELO definitions posted – Sent to Faculty Senate for review
 - ELO's have been sent on to the Faculty Senate, Academic Affairs Committee for their approval. They don't meet until February 28th so Bill will let committee members know what is decided at our next meeting.
- Posted GE Core classes showing % of grades below C- or U or UWs

III. DISCUSSION/ACTION ITEMS

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? And, does SUU's GE program help fulfill its overall mission and educational goals?*

DISCUSSION

1. Review of mapping of ELOs to CORE & KNOWLEDGE AREA

- Core GE Courses
- Fine Arts
 - i. Blanks are because Eric has not, as of this time, received a response from his e-mail for that course.

- ii. Eric said he stressed that this wasn't especially what they were already doing and assessing, but, what they would like to incorporate in the future.

- Humanities
- Social & Behavioral Sciences
- Life Sciences
- Physical Sciences

Questions raised & discussion by committee members:

1. Several committee members asked what evidence is going to be required to show that assessment has been done?
2. Dave Berri asked What is this being driven by...the state? Accreditation?
3. Eric Brown asked should we assign specific learning outcomes to specific knowledge areas?
4. Curt Bostick asked should we really include a "P" for partial on the worksheet for aligning essential learning outcomes and GE courses?
5. Dave Berri asked What if we had professors choose their top 3 courses and have them assess those?

Comments:

1. John Taylor - Best route to success with getting learning outcomes developed is sit down with the faculty member with syllabus in front of them and ask them if they address specific learning outcomes. If so, have them show you on their syllabus where it states that and what you are doing to assess it. Once they go through this, they will see that they need to redo their syllabus and what needs to be included in it. If they can't do this, the course doesn't belong in General Education.
2. Bill Byrnes - Department curriculum committee should be responsible for ensuring syllabi lists ELOs.
3. Bill Byrnes Definitions are in Faculty Senate limbo. Once we get them back from them, we can move forward.
4. Bill Byrnes – Suggested we start with assessing the core GE classes.

ASSUMPTIONS THAT ARE PART OF THE ELO MAPPING PROCESS

It is assumed if the course is listed as being part of the GE program of study at SUU, it needs to clearly map to the ELOs. Upon completion of the current 32 to 35 credits of course work we should be able to be assure that students have gained an introductory level skills and knowledge related to all of the ELOs. It is also assumed this assurance is verifiable by assessment results that have been collected to demonstrate the learning outcomes have been met by students.

QUESTIONS BASED ON ASSUMPTIONS

1. **Are the ELOs comprehensively mapping to the GE courses? Where are there gaps?**
2. **In the ELOs that map to GE courses, what evidence is there that assessment of the outcomes is being done?** In other words, if we say for example that Inquiry & Analysis maps to course x or y, **what evidence is there that the ELO of Inquiry has been effectively assessed in the course?** [Inquiry: ...*"the program of study/course require students to systematically explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments?"* Analysis: *Does it also require students to break complex topics or issues into parts to gain a better understanding of them?*]
3. **If there are gaps or a lack of evidence that ELOs are being met, what steps will the department curriculum committee be taking to remedy this discrepancy?**
4. **Furthermore, if there are still gaps or a lack of evidence that the ELOs are being met after a department curriculum committee review, what steps are appropriate for the GE committee to take? For example, is the course suspended from being offered until the problem is addressed? Or, is the course dropped from the GE offering at SUU if the ELO(s) are not likely to be met?**

NEXT STEPS?

GEC reps work with the department curriculum committee(s) to establish a process for reviewing GE syllabi and ensuring that the applicable GE learning outcomes are reflected in the syllabi and the evidence of achievement of the learning .

TIMELINE: Starts March 2013 and completed by Dec 2013.

As feasible, fall 2013 courses would have syllabi revisions complete in time for classes and then the remaining syllabi would be updated for the Spring 2014 semester classes.

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Bill's follow-up e-mail on Feb 21st:

Dear GE Committee Members:

There seemed to be some confusion yesterday about what committee members were supposed be doing in the intervening period between our Jan 30 and Feb 20 meeting (see step 1 below). In addition, the question was posed about next steps. I point to Step 2 below.

Since we didn't seem come to a consensus about focusing on the LOs for the Core GE classes or assigning specific ELOs to specific courses in the Knowledge areas and Core, we should therefore at least continue on with getting syllabi updated. That process can also be supported by the changes that were approved in policy 6.36 on syllabi. The policy change stipulates chairs and dept curriculum committees are to review syllabi to ensure they contain LOs than can be assessed.

As for our next meeting (March 27), it would appear the time might be well spent reviewing how the VALUE Rubrics (see PDFs posted to Canvas) for assessing the ELO's can be developed to suit our campus needs. Those rubrics are fundamental if Step 2 below is to be successful. The rubric is a tool we can use to assess whether assignment x, y or z produced evidence that the student learning goals expressed in the LOs were achieved. T

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IV. OTHER TOPICS FOLLOW UP FROM JANUARY 30 MEETING

1. GE "Boot Camp"?

- Schedule a day and a half workshop (Aug 15 and 16) focused entirely on GE courses at SUU. Possible Topics: Syllabus revision and integration with SUU Learning Outcomes, creating and applying practical assessment rubrics to GE classes, assessing and reporting on student learning outcome achievement, and so forth. (Suggestions for topics for the workshops would be solicited from faculty.
- **TIMELINE:** Develop assessment tools and process in Spring 2014 and begin assessment process with classes offered in fall 2014
 - **Please give it some thought. Talk to your colleagues about it and be prepared to let Bill know if you think it is worth pursuing at our February 20th meeting.**

2. SUU GE Engagement Tracks?

- Create SUU's version of USU's "Pathway" concept by starting with the 5 Engagement Centers (Civic, Global, Leadership, Creative, Outdoor) and designating the appropriate GE courses from the core and five knowledge areas to align with the Centers. Create additional engagement tracks in areas based on our faculty recommendations.
- **TIMELINE:** GE establishes subcommittee to work on Engagement Tracks Fall semester 2013 for implementation with Fall 2014 catalog.
 - Committee members seemed to like the pathways idea for respective colleges and agreed it might make scheduling much easier for students.
 - John Allred stated that his area is looking at this to try and get incoming freshmen starting in the right direction.
 - **Please give it some thought. Talk to your colleagues about it and be prepared to let Bill know if you think it is worth pursuing at our February 20th meeting.**

3. Future meetings

- **Wed. Mar. 27 at 4pm**
- **Wed. April 17 at 4pm**
- **Friday, May 10 at 3pm**

REMINDER OF ACCREDITATION STANDARDS

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.*

V. ADJOURN: Meeting adjourned at 5:35 p.m.

MINUTES – March 27, 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 (UCC)

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*

Present: (Don Weingust via conference call), John Ault, Bill Byrnes, Kurt Harris, Steven Irving, Jake Johnson, Andrea Stiefvater, John Taylor, Camille Thomas, Jessica Tvordi, Brad Cook, and Bonny Rayburn.

Not in Attendance: John Allred, Shawn Domgaard, Johnny Maclean, and Kim Weaver.

I. ANNOUNCEMENTS

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II. INFORMATION ITEMS

- GE 2013-14 Catalog copy has been revised and is posted <http://catalog.suu.edu/>
- Updated ELO definitions posted and campus campaign to raise awareness of the ELOs
-

III. DISCUSSION/ACTION ITEMS

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? And, does SUU's GE program help fulfill its overall mission and educational goals?*

DISCUSSION

1. Provost Cook's report on Campus Forums and General Education

SUGGESTED ACTIONS: Committee members select pathway that best aligns with their areas and then 1. Looks at the possible course options in the pathway, 2. Considers possible revisions to the pathway name, 3. Talk with colleagues in department/college curriculum committee about how the pathways idea may be applied to their core and or knowledge area courses. **TIMELINE: Report back at April 17 meeting.**

- Are pathways the way to go?
- If so, what pathways should be available?
- GE shouldn't be a just lower division course program – the pathways proposal assumes 3000 and possible 4000 level GE courses.
- Portfolio – Assess GE via an agreed upon evidence-based portfolio system.
- Any changes to the GE program should not extend time to graduation
- SUU seems to be the only institution in the state that requires LM 1010 and CSIS 1000 – can we find an alternative way for students to demonstrate competency in these areas?

- As a rule ELOs have to find a place in GE courses – Discussion ideas
 - Why not use current EDGE grouping?
 - May not be enough paths to cover everybody
 - Do survey to create a list of 25 or 30
 - Need to ensure breadth
 - State requires five knowledge areas
 - What about partnering librarians with 1010 or 2010 courses
 - Content in LM course is absolutely crucial
 - Would like to turn GE courses that students want to take instead of courses they have to take
 - Reward teachers who are teaching best courses
 - John had pathways having to do with biology based on what USU has done
 - Each department could create its own set of pathways for students entering into their area

2. The ELO definitions were OKd by the Faculty Senate now we need to operationalize them.

Recommended ACTION: Establish two sub-committees and task each with creating assessment rubrics for two of the ELOs. Working from the VALUES rubrics one group would tackle critical thinking and the other communication. The VALUES rubrics would be used as a starting point to develop a rubric for SUU of critical thinking and communication of the GE. The two subcommittees would work closely with Dr. Christian Reiner, Director of IR & Assessment, to pilot and develop assessable rubrics and an institution-wide assessment process that provides evidence of student achievement of these two ELOs. Report back to GE Committee at April 17 and May 10 meeting.

TIMELINE: Starts April 2013 and completed by November 2013.

- Please talk with your department and college curriculum committees to see what they think. **Report back at April 17 meeting.**

3. ELO Mapping & Syllabus Revisions

Continue the process of meeting with your department and college/school curriculum committee to map the ELOs to the GE courses offered in your areas. The goal is to update GE course syllabi so they reflect the applicable ELOs in the course.

TIMELINE: Fall 2013 courses would have syllabi revisions complete in time for classes in August and then the remaining syllabi would be updated for the Spring 2014 semester classes.

- Please talk to your department and college curriculum committees regarding ELO mapping and syllabus revisions. **Report back at April 17 meeting.**

IV. OTHER TOPICS FOLLOW UP FROM JANUARY 30 MEETING

GE “Boot Camp”?

- Schedule a day and a half workshop (Aug 15 and 16) focused entirely on GE courses at SUU. Possible Topics: Syllabus revision and integration with SUU Learning Outcomes, creating and applying practical assessment rubrics to GE classes, assessing and reporting on student learning outcome achievement, and so forth. (Suggestions for topics for the workshops would be solicited from faculty.)
- **TIMELINE:** Develop assessment tools and process in Spring 2014 and begin assessment process with classes offered in fall 2014
 - **Please give it some thought. Talk to your colleagues about it and be prepared to let Bill know if you think it is worth pursuing at our April 17 meeting.**

V. Future meetings

- Wed. April 17 at 4pm
- Friday, May 10 at 3pm

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.*

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

MINUTES– April 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 (UCC)

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*

Present: John Allred, John Ault, Bill Byrnes, Shawn Domgaard, Tessa McNeel (for Kurt Harris), Steven Irving, Jake Johnson, Johnny MacLean, David Rees, Andrea Stiefvater, John Taylor, Camille Thomas, Jessica Tvordi, Kim Weaver, Don Weingust, Christian Reiner, and Bonny Rayburn.

I. ANNOUNCEMENTS

- NW Accreditation team visiting campus Oct 9-11, 2013 – Any GE committee members interested in attending a breakfast at 8am on Wed. Oct 9?

II. INFORMATION ITEMS

- GE 2013-14 Catalog copy has been revised and is posted <http://catalog.suu.edu/>
- Updated ELO definitions posted and campus campaign to raise awareness of the ELOs is underway
- Draft of revisions to GE Policy 6.8.3 is moving its way from the deans to the faculty senate

III. DISCUSSION/ACTION ITEMS

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? And, does SUU's GE program help fulfill its overall mission and educational goals?*

1. Pathways Idea for GE at SUU

SUGGESTED ACTIONS: *Committee members select pathway that best aligns with their areas and then **1. Look at the possible course options in the pathway, 2. Considers possible revisions to the pathway name, 3. Talk with colleagues in department/college curriculum committee about how the pathways idea may be applied to their core and or knowledge area courses.** TIMELINE: Report back at May 10 meeting.*

COMMITTEE DISCUSSION TOPICS

- Are pathways the way to go? If so, what pathways should be available?
- GE shouldn't be a just lower division course program – the pathways proposal assumes 3000 and possible 4000 level GE courses.
- Portfolio – Assess GE via an agreed upon evidence-based portfolio system.
- Any changes to the GE program should not extend time to graduation
- SUU seems to be the only institution in the state that requires LM 1010 and CSIS 1000 – can we find an alternative way for students to demonstrate competency in these areas?

COMMITTEE COMMENTS SUMMARIZED:

- Not sure pathways are the way to go.
- Students would like to remove CSIS from general education. Most students can test out of LM 1010.
- Brad's model would be good for students who haven't decided on their major.
- Would we need to have a pathway for each program?
- Is this an attempt to decrease the number of GE courses available?
- Committee members wanted to make sure that if the pathways were approved, students could jump from one pathway to another if they changed their mind about which field they wanted to pursue.
- Is narrowing down the available courses going to be to the detriment to the GE program.

2. Other Pathway Options – John Taylor – Biology

- Started this project before Brad pitched his pathways
- Biology document was an attempt to simplify GE options for students to make sure they knew what courses would be beneficial to them depending on what career path they think they would like to explore.
- The red flags are a great idea for courses that aren't going to help a student on a pathway.
- Sometimes classes listed are because of the professor that is teaching the course. What if that professor leaves?

3. Library SUU Information Literacy Models – Steve Irving (see files posted to Canvas April 17 Module)

- **Please take a look at the pros and cons and come to the May 10th meeting prepared to discuss.**

4. Developing Assessment Rubrics for Two of the ELOs

Recommended ACTION: Establish two sub-committees and task each with creating assessment rubrics for two of the ELOs. Working from the VALUES rubrics one group would tackle critical thinking and the other communication. The VALUES rubrics would be used as a starting point to develop a rubric for SUU of critical thinking and communication of the GE. The two subcommittees would work closely with Dr. Christian Reiner, Director of IR & Assessment, to pilot and develop assessable rubrics and an institution-wide assessment process that provides evidence of student achievement of these two ELOs. Report back to GE Committee at April 17 and May 10 meeting.

TIMELINE: **Starts April 2013 and completed by November 2013.**

- **Please talk with your department and college curriculum committees to see what they think. Report back at May 10 meeting.**
 - Christian can help with rubrics, implementation, and assessment.
 - Christian would like to set a goal of providing a report to the provost on how our students are doing with regard to communication and critical thinking by the end of spring semester 2014.
 - Bill reminded committee members that he is looking for a general university wide rubric as opposed to specific rubrics for each area. It needs to be a collaborative effort.
 - Should concentrate on columns 1 & 2 right now.
 - Bill asked committee members to take it back to their areas & get their feedback. Bill will post rubrics to CANVAS and asked that committee members post suggested changes before the next meeting on May 10th so he can include them in the document.

5. ELO Mapping & Syllabus Revisions to Existing GE Classes

Continue the process of meeting with your department and college/school curriculum committee to map the ELOs to the GE courses offered in your areas. The goal is to update GE course syllabi so they reflect the applicable ELOs in the course.

TIMELINE: **Fall 2013 courses would have syllabi revisions complete in time for classes in August and then the remaining syllabi would be updated for the Spring 2014 semester classes.**

- **Please talk to your department and college curriculum committees regarding ELO mapping and syllabus revisions. Report back at May 10 meeting.**
 - Bill introduced a SUU Essential Learning Outcome Mapping Worksheet.
 - Maybe GE courses should be categorized in catalog by ELO instead of by discipline.
 - What about making a standardized web based form with drop down menus and check boxes to connect ELOs to courses. Once the form is filled out, it could be printed out and it could be attached to everybody's course syllabi.
 - Start with 2 or 3 courses in your area and see what you find out. The finish line is a long way off.
 - Please continue to get the word out in your areas so faculty members are prepared to revise their syllabi to include ELO information.

IV. OTHER TOPICS FOLLOW UP FROM JANUARY 30 MEETING

GE "Boot Camp"? or ELO Boot Camp?

- Schedule a day and a half workshop (Aug 15 and 16) focused entirely on GE courses at SUU. Possible Topics: Syllabus revision and integration with SUU Learning Outcomes, creating and applying practical assessment rubrics to GE classes, assessing and reporting on student learning outcome achievement, and so forth. (Suggestions for topics for the workshops would be solicited from faculty.

OR

- Schedule a day and a half workshop (Aug 15 and 16) focused entirely on the ELOs and courses at SUU. Possible Topics: Syllabus revision and integration with SUU Essential Learning Outcomes, creating and applying practical assessment rubrics to classes, assessing and reporting on student learning outcome achievement, and so forth. (Suggestions for topics for the workshops would be solicited from faculty.
- **TIMELINE:** Develop assessment tools and process in Spring 2014 and begin assessment process with classes offered in fall 2014

Feedback from faculty about idea of boot camp? Please bring comments to May 10 meeting

V. Future meetings

- **Friday, May 10 at 3pm**

V. ADJOURN: Meeting was adjourned at 5:48 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

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MINUTES– May 10, 2013 @ 3pm, Admin 304H

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**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? And, does SUU's GE program help fulfill its overall mission and educational goals?

Present: John Allred, John Ault, Bill Byrnes, Tessa McNeel for Kurt Harris, Steven Irving, Johnny Maclean, John Taylor, Camille Thomas, Jessica Tvordi, Kim Weaver, Don Weingust, Christian Reiner, Kelly Stevens, and Bonny Rayburn.

Not Present: David Rees, and Andrea Stiefvater.

I. ANNOUNCEMENTS

- NW Accreditation team visiting campus Oct 9-11, 2013 – Any GE committee members interested in attending a breakfast at 8am on Wed. Oct 9?

II. INFORMATION ITEMS

- GE 2013-14 Catalog copy has been revised and is posted <http://catalog.suu.edu/>
- Updated ELO definitions posted and campus campaign to raise awareness of the ELOs is underway
- GE Policy 6.8.3 changes have been approved and will be on the Trustee agenda for their June meeting

III. DISCUSSION/ACTION ITEMS

A. Pathways Idea for GE at SUU (See Canvas)

REPORTS BY COMMITTEE MEMBERS:

- No / Maybe

B. Library SUU Information Literacy Models (See Canvas)

REPORTS BY COMMITTEE MEMBERS

- Enhance

CSIS 1000

- Modify
- Why not make a course that pairs with another course that teaches Word, Excel, Power Point, etc.

GE Mission Revision

- Too narrow. Revise in fall.

C. GE Requirements & Majors

Report on preliminary findings of review of GE courses offered at SUU and the various pre-requisites and requirements built into many of our majors – Kelly Stephens

- There are some majors that even she can't figure out what the requirements are.
- Hidden requirements and pre-requisites make some degrees go way over the recommended 120 credits
- Success academy doesn't short cut 2 years...just one
- General education requirements verses major requirements
- Double dippers are very confusing
- Undeclared students sometimes end up having to take more credits for their degree because they take the wrong general education courses for that major
- Need to be more transparent on credits for degrees
- This is kind of a tug of war between the accreditors and the state so it's pretty well left up to the institutions to set things up correctly.
- We should be less concerned about remediation. If students come into SUU unprepared, it's going to take them longer to graduate because they are going to have to be brought up to speed before they can progress toward their degree.
- We must let transfer students know that, if they come to SUU with an associate degree, and have taken a bunch of GE courses that don't work for the major they have chosen, it is going to take you an additional year or two to finish your degree. They need to know up front.
- Now that the legislature funds institutions, not students, going over the recommended credits to degree costs the institution more money.
- What can we do to clarify. The GE committee is responsible to make sure that GE classes are used in the most effective way.
- Need to make it clear to students that they have choices to make.
 - Every program should state that students can get their degree with the suggested 120 credits, but, if they are going after an advanced degree, they are going to be over the recommended number of credits to your degree because additional courses are required.
 - As long as the students know what they're getting into up front, they can plan for it.

- Bill stated that he wanted to alert committee members to what is going to be brought up with the deans. We need to find a way to avoid unintended circumstances for the students through better communication of what is expected of them.

D. Developing Assessment Rubrics for Two of the ELOs

ACTION: Establish two sub-committees and task each with creating assessment rubrics for two of the ELOs. Working from the VALUES rubrics one group would tackle critical thinking and the other communication. The VALUES rubrics would be used as a starting point to develop a rubric for SUU of critical thinking and communication of the GE. The two subcommittees would work closely with Dr. Christian Reiner, Director of IR & Assessment, to pilot and develop assessable rubrics and an institution-wide assessment process that provides evidence of student achievement of these two ELOs. Report back to GE Committee at April 17 and May 10 meeting.

TIMELINE: Starts April 2013 and completed by November 2013.

REPORTS:

E. ELO Mapping & Syllabus Revisions to Existing GE Classes

ACTION: Continue the process of meeting with your department and college/school curriculum committee to map the ELOs to the GE courses offered in your areas. The goal is to update GE course syllabi so they reflect the applicable ELOs in the course.

TIMELINE: Fall 2013 courses would have syllabi revisions complete in time for classes in August and then the remaining syllabi would be updated for the Spring 2014 semester classes.

F. OTHER TOPICS

RETHINKING THE GE “Boot Camp” IDEA – *What if...*

- Three of current GE committee members sign on for a one-hour overload contract (\$700) and go through a summer intensive workshop doing a GE course syllabus make-over working with Christian. These three faculty would be designated as GE Learning Mentors.
 - Jessica Tvordi
 - Steven Irving
 - Johnny MacLean
 - Camille Thomas
- On Aug 15 or 16 we have the entire GE committee participate in a Syllabus Make-Over Workshop. GE Committee members would work in small groups with our three faculty mentors and Christian.
- Each GE committee member enlists one other faculty member from their college who teaches GE to participate in the Aug 15 or 16 Syllabus Make-over workshop.
 - Be thinking of who you would like to enlist from your college
- With the whole committee and several other faculty as the core of a GE Learning Mentors in place, then engage in small group workshops with other faculty across the campus during the 2013-14 academic year.
 - Great idea
 - Coalition of force (not guinea pigs)
 - Practical
 - Will ripple out and teach more people

IV. Future meetings – Fall Semester

| TIME SLOTS | TUESDAYS | WEDNESDAYS | THURSDAYS |
|-------------------|-----------------|-------------------|------------------|
| 1 - 2:30pm | | | |
| 2 - 3:30pm | | | |
| 3 - 4:30pm | | | |
| 4 - 5:30pm | | | |
| 4:30 – 6pm | | | |

- The white boxes in this table show availability of committee members who attended the meeting.

I am thinking we'd need meeting about every three weeks starting after labor day.

V. ADJOURN: Meeting was adjourned at 4:53 p.m.

REMINDER OF ACCREDITATION STANDARDS ON GE & ASSESSMENT

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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.