

General Education Committee

Minutes – January 22, 2018 – 4:00 P.M.

OM 106

Present: John Allred, John Belk, Anne Diekema, Daniel Eves, Jon Karpel, Cynthia Kimball Davis (via phone), Vanessa Kirby, Katya Konkle, Johnny MacLean, Krystal McCoy, Michael Ostrowsky, James Sage, Emma Schafer, and Bonny Rayburn.

I. Approval of Minutes

A. Approval of prior GE Committee meeting minutes (December 11, 2017, in Canvas)

- IV section C – Remove the words (see attachment)
- Approved unanimously

II. Announcements

A. 6-credit Integrated GE Initiative Update

- CETL is putting out a curriculum innovation grant workshop call for proposals in the next few weeks.
- One of the options will be this 6-credit integrated GE initiative.
- This will be an opt-in process. In other words, it will not be mandated.

III. Discussion Items

A. Physical and Life Science Labs – De-coupling and Decreasing the Credits

- James gave an overview of a conversation between Dean Eves, COSE, and the Provost.
- Physical lab space is experiencing a big crunch.
- One way to alleviate such a high demand for lab space is to decouple labs from lectures.
- The question would become...can labs and lectures be decoupled and still have the 3 credit lecture course meet the Gen Ed learning outcomes?
- Faculty will have the option to say that the course cannot be taught without the lab.
- If the lab and lecture need to stay together, maybe they should not be Gen Ed courses.
- It is not that common for Gen Ed to have a lab requirement in the USHE system.
- The Gen Ed Committee needs to think about what adjustments need to be made to the Gen Ed requirements.
- We also need to think about what constraints we have at the state level.
- What we are considering is removing the 1 credit lab Gen Ed requirement from the Physical Science Knowledge Area.
- We will vote on this at our next meeting.
- If we vote to make this change, we will have to make 2 small changes to the SUU General Catalog. 1) ****Labs in ~~all~~ **some** Physical Science courses are required to be taken concurrently with the lecture. 2) Physical Sciences (at least one 3 credit course ~~and 1 credit lab~~)

B. First Year Seminar (SUU 1000) – 2-Credit FYS and 1-Credit SYS

- What they are looking for from this committee is a charge to say that, if they're going to make any changes, make "this type of change" because, "this type of change" is consistent with the GE Program's mission.
- They've created a draft syllabus.

- They are looking at creating a 2 credit first year seminar and a 1 credit second year seminar.
- What does the first and second year seminar need to include to be a viable part of the Gen Ed program?
- At this point, does this first year, 2 credit course cover Digital Literacy, Information Literacy, Integrative Learning? If not, the FYS Task Force needs suggestions.
- What would we suggest we do to bring the GE credits back up to the minimum of 30 credits?
 - The GE Committee noticed a lack of sufficient academic focus, particularly with information literacy and digital literacy. Many of the committee members are uncomfortable with including the course in the GE Program as it is currently written. We would likely be more comfortable with an increased focus on information literacy and digital literacy.
 - The GE Committee wasn't necessarily opposed to the idea of a 2-credit First Year Seminar, followed by a 1-credit Second Year Seminar, but we felt that a simpler model would be to add one credit to the current draft syllabus for the First Year Seminar that would incorporate an increased focus on information literacy and digital literacy.
 - Some committee members had questions about the course delivery, especially regarding the significant responsibility of student peers (ACES, etc.) to help deliver the academic portion of the course. This goes against the principle of giving first-year students lots of face-time with an engaging faculty member.
 - The GE Committee noticed some similarity between the content in the proposed draft syllabus and the content that probationary students in College Connections see. The committee members wondered how the duplication of content would be handled.
 - The GE Committee needs more time to come up with an official charge for the FYE Task Force, but the charge will likely involve a request to change the First Year Seminar to (1) include three credits; (2) include a greater focus on information literacy and digital literacy; and (3) ensure faculty (not students) deliver the majority of the course.

C. GE Assessment Workgroup

Goals for Spring Semester

- Complete a report about the data from the last 3 years, including how we'll close the loop.
 - Complete a plan for the future that includes what we assess and how we utilize the jellybean diagram.
1. 3-Year Assessment Report
 - a. Minutes: This item was pushed to the next GE Committee meeting due to time.
 2. Discuss progress regarding GE assessment efforts
 - a. Minutes: This item was pushed to the next GE Committee meeting due to time.
 3. Discuss our 15 ELOs and the Jellybean Diagram
 - a. Minutes: This item was pushed to the next GE Committee meeting due to time.

D. GE Resources Workgroup

Goals for Spring Semester

- Revise the faculty-facing website.
 - Revise the student-facing website.
1. Discuss website plan and progress

- a. Minutes: This item was pushed to the next GE Committee meeting due to time.
2. Discuss potential resource videos for faculty (what info is paramount?)
 - a. Minutes: This item was pushed to the next GE Committee meeting due to time.
3. Discuss a new idea about Canvas modules for each ELO
 - a. Minutes: This item was pushed to the next GE Committee meeting due to time.

E. GE Curriculum Management Workgroup

Goals for Spring Semester

- Review the Physical Science Knowledge Area courses.
 - Review any proposals for new GE designation.
1. Nothing new to report.

IV. Adjourn – Meeting was adjourned at 5:31 p.m.

Information Items:

Spring 2018 Meeting Schedule:

- Monday, January 22 from 4:00-5:30 pm in OM 106
- Monday, February 26 from 4:00-5:30 pm in OM 106
- Monday, March 26 from 4:00-5:30 pm in OM 106
- Monday, April 23 from 4:00-5:30 pm in OM 106
- Monday, May 14 from 4:00-5:30 pm in OM 106
- Meetings of the subcommittee work groups to be determined by subcommittees.

Essential Learning Outcomes: Five-Year Assessment Cycle

- 2015-2016: Communication (All forms), Creative Thinking, Critical Thinking
- 2016-2017: Digital Literacy, Information Literacy, Inquiry/Analysis.
- 2017-2018: Problem Solving, Quantitative Literacy, Teamwork
- 2018-2019: Civic Engagement, Ethical Reasoning, Intercultural Knowledge
- 2019-2020: Life Long Learning, Integrative Learning, Comprehensive Review

Shared Google Drive:

- Root folder: <https://drive.google.com/open?id=0B0WaVpEGNXcndIMbU8zZE9GYkk>
- Sub-folders included for each GE workgroup, as well as other resource materials.
 - GE Curriculum Management:
<https://drive.google.com/open?id=0B0WaVpEGNXcnaEJ6ajM2ZWFZd00>
 - GE Assessment:
<https://drive.google.com/open?id=0B0WaVpEGNXcnTDhucl9Vb2RtM28>
 - GE Resources:
<https://drive.google.com/open?id=0B0WaVpEGNXcnRkJKQnIBYVNIaHc>

NWCCU Accreditation Standards Related to General Education and Assessment:

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.