

General Education Committee (GEC)

Minutes: Monday, February 26, 2018, 4 pm
Old Main 106

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 GE Committee*

Present: John Allred, John Belk, Anne Diekema, Daniel Eves, Lindsay Fullerton, Jon Karpel, Cynthia Kimball Davis, Vanessa Kirby, Katya Konkle, Johnny MacLean, Krystal McCoy, Michael Ostrowsky, Emma Schafer, Paul Schneider, Madalyn Swanson, and Bonny Rayburn.

I. Approval of Minutes

- A. Approval of prior GE Committee meeting minutes (January 22, 2018, in Canvas)
- Approved unanimously.

II. Announcements

- A. Update from AAC&U Conference on General Education and Assessment (Lindsay, Anne, Jon, James, Johnny)

Observations from those who attended:

- Would recommend attending.
- Nice to hear other people talking about the same kind of ideas that we do.
- Integrative learning is a big thing nationwide.
- Many of the attendees were working on complete redo's of their GE programs.
- We are hamstrung by the statewide policy.
- There is a lot of interdisciplinary teamwork.
- GE is no longer only about content but also emotional support and deep experiential and interdisciplinary learning.
- People are actually connecting their assignments...not just within their courses but, across courses.
- Need to include students more in our discussions of planning, strategy, pedagogy, etc.
- We don't tell students what we find when GE is assessed (nor do we do a good job of telling faculty).
- Our GE Program is on pace with national trends.
- Reminded of how important careful communication is with faculty.
- We've collected a lot of data and now it's time to figure out how best to disseminate the data and make some improvements.

B. 6-credit Integrated GE Initiative Update

- One of four possible Curriculum Innovation Grant categories
- Having an open question session on Thursday, March 1st @ 4:00 in ED 203

C. GE Audit Introduction and Update

- What majors require GE courses?
- Some majors are hiding required credits.
- Sometimes those hidden credits are GE credits.
- Johnny is bringing to attention of Chairs and asking them to discuss issues with their departments.

III. Discussion Items

A. Physical and Life Science Labs – De-coupling and Decreasing the Credits – A vote would be good.

- Katya put together a hand out with the changes made to it that we discussed last meeting.
- Vote taken. Voted unanimously to recommend these changes.

B. First Year Seminar (SUU 1000) – Updated Draft Syllabus – No vote is necessary.

- In general, committee members are quite pleased with the progress made since we saw the last version. The emphasis on digital literacy skills is much clearer now, and everyone appreciated the honest, descriptive memo.
- The committee did, however, have some concerns and questions, summarized below.
 - Nontraditional students will likely need a tailored option. Would it be possible to create two versions of the pilot--one for traditional students and one for nontraditional students?
 - The course doesn't cover some important on-campus resources (e.g., CAPS) until Week 8, but other less essential topics (e.g., cyber security) are covered earlier. Some committee member suggested altering the order so students were better informed. (I do realize, though, that Week 8 is when students might need CAPS the most, so this might be a wonderfully intentional decision.)
 - A couple of the tasks might overwhelm particular on-campus entities. For example, the Testing Center and the Library might not be able to accommodate 1200 student visits in one week.
 - The Acuplacer assignment refers to students visiting with their advisor. One committee member suggested that this might need to be the student's ACES mentor or instructor. Also, what happens if a student scores poorly?
 - One committee member suggested adding a module about the literature that indicates how technology, and cell phones in particular, are causing mental health issues.
 - One committee member feels that the course is still light on digital literacy because it is attempting to replace a 3-credit course (CSIS 1000) with a 2-credit course (SUU 1000), and a large part of the 2-credit course focuses on Student Affairs concepts and EDGE concepts.
 - A couple of committee members wondered how the on boarding process will occur for return missionaries, rural students, and others who might not have access to online resources before they arrive on campus.

C. GE Curriculum Management Workgroup

Goals for Spring Semester

- *Review the Physical Science Knowledge Area courses.*

- *Review any proposals for new GE designation.*
1. Existing Curriculum Review – Physical Sciences Update
 - We have received the surveys and syllabi for the Physical Sciences classes. Jon will convene the CR Work Group to review the materials and write a report.
 - Johnny will bring this report and the DFW rates and ELO achievement data from the Dashboards to the Physical Science Department. The department will be responsible for considering the information and making appropriate changes for improvement.
 2. Proposals for New GE Designation
 - a. EDUC 2000 – The Teacher Education and Family Development Department would like to change the GE designation and course number of EDUC ~~1010~~ 2000 (Social/Behavioral Sciences) to EDUC ~~2000~~ 1010(Humanities).
 - Vote taken...approved unanimously
 - b. CHIN 2010/2020 – The Languages and Philosophy Department would like to propose GE designation in the Humanities for these new courses, but they have not yet completed the GE paperwork. The department chair has the forms, so we're waiting on the department. When we receive them, we will review the proposals. No vote is necessary yet. (Johnny has sent another reminder to Elise Leahy, the chair of the department.)
 - c. SUU 1776 – Ravi Roy is leading a multidisciplinary group to propose a new GE course in the American Institutions Knowledge Area. They've provided all of the forms except for the syllabus. When we receive it, we will review the proposal. No vote is necessary yet. (Johnny has sent another reminder to Ravi.)
 - d. THEA 1033 – Proposal for GE removal. See this [draft form](#). The GE Committee approved the form. Johnny has sent the form to Kay Andersen, chair of the Theatre & Dance Department.

D. 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 – Submitted to Christian and James.
 2. Discuss progress regarding GE assessment efforts – There is a new Dashboard. Christian would like us to use it for our TracDat targets.
 3. Discuss our 15 ELOs and the Jellybean Diagram – We are still considering how to improve the diagram. Michael suggested asking departments. We already disseminated a survey, so we will likely use its results to come up with a draft improvement, which we will then take to the departments before implementation.

E. GE Resources Workgroup

Goals for Spring Semester

- *Revise the faculty-facing website.*
- *Revise the student-facing website.*

1. Update on website plan and progress

1. Look at other GE websites

We looked at a few GE websites (Weber, USU, Syracuse, Dixie) and we really liked the Dixie website. It is very clear, clean and short, and has tabs at the top that would mostly fit us very well (except for the foreign languages tab).

Interestingly, all GE webpages are part of these schools' course catalogs and not separate like our pages. The Dixie URL: <http://catalog.dixie.edu/programs/generaleducation/#text>

2. Student website

Ideas for a student GE website from Vanessa are still forthcoming. We might consider a single GE website however (see item #1). We still are interested in hearing however what Vanessa has to say to incorporate it into our website.

3. Short videos regarding GE

We need short videos and should work on only two for now. Johnny is going to write scripts for these (one for faculty, and one for students). To create our videos we need to work with Shane Flanigan (flanigan_s@suu.edu). He is in charge of studio97 (an instructional video studio).

4. Website forms update

Out of the nine documents we identified as needing attention three have been completed, two have been deleted (one duplicate document and one no longer relevant). This leaves four documents that need work. Out of these four documents two need to be merged and dated, one document needs "author" and date, and one needs an additional section with questions for instructors to ask about their GE courses. Katya has moved these documents to www.suu.edu/academics/provost/pdf/<document name> but we don't appear to have access to these files to work on them. Anne will ask Katya for access to these documents. We also need an archive for the older versions.

5. Canvas modules to teach certain ELOs

Aspirational at this point. We talked about how it would be nice for faculty to be able to go to Canvas and download a signature assignment for their ELO to incorporate in their courses.

IV. Adjourn – Meeting was adjourned at 5:24 pm

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=0B0WaVpEGNXcnbDIMbU8zZE9GYkk>
- 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.

