



General Education Committee (GEC)

Minutes: Monday, Sept. 21, 2015 at 4:00 p.m.
ADMIN 304H

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 (UUC)

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 (Registrar), John Belk (HSS), Anne Diekema (LIB), Reko Hargrave (Academic Advising), Derek Hein (Faculty Senate), Kurt Harris (Guest; International Affairs), Bill Heyborne (COSE), Cynthia Kimball Davis (SGCS), Adam Lambert (CPVA), David Lunt (HSS), Johnny MacLean (COSE), John Meisner (COEHD), Todd Petersen (UC), Josh Price (SOB) James Sage (Assoc. Provost), John Taylor (Provost's Office)

Absent: Christian Reiner (IR&A), Savannah Stover (SUUSA)

I. UPDATES – GE Certificate

GE Certificate of Completion was approved by the Board of Regents on Friday, Sept. 18. SUU joins several other Utah institutions in providing the Certificate and yet other institutions are in process. The GE Certificate will formalize and replace a letter of completion that has been offered by institutions in the past. Students must request a review of their transcript by their advisor, who will then pass eligibility on to the Registrar's Office. The Registrar's Office will then place the designation on the student's transcript.

Discussion ensued about the difference between the GE Certificate and an Associate's Degree. The Associates degree requires 60 credits, which is 25 additional credits beyond the GE Certificate. There was concern as to whether the Certificate encourages students to transfer. There is no evidence to suggest that it encourages transferring. It could be used as a way to encourage students to continue at SUU if there were just shy of attaining the certificate and had not yet registered. John Allred pointed out that the certificate also helps the state reach a goal of having more Utah residents possessing some college credential.

The need to develop an actual workflow for this certificate was discussed. Also, this information needs to be shared campus-wide, especially with the advisors. This process will be discussed in the following meeting.

II. INFORMATION ITEMS – Fall 2015 GE Faculty

A list of faculty who are teaching GE courses Fall 2015 and who have not yet successfully assessed ELOs within their GE courses was generated because some committee members had expressed interest in helping with training efforts. Discussion ensued about whether it was possible for the list to influence an LRT decision and also about the time commitment. It was decided that:

- 1) Aggregate data would be used by some GE Committee members in unit meetings to address assessment of GE courses.
- 2) Names could be provided to those who were not likely to be on LRT committees and who had an interest in reaching out to help others.
- 3) A plan for a tutorial to be created in the future should be part of the work plan for the year.

III. DISCUSSION/ACTION ITEM

A. Part 1: NWCCU Accreditation visit Nov 10-11

1. James Sage reviewed the history of the GE Assessment process at SUU and shared portions of the materials that will be presented to the NWCCU site visit team. James and John Taylor briefly discussed what was accomplished last year (60% of GE courses assessed, equating to 60% of undergraduate students).

Josh Price brought up an issue that faculty **don't** know what the assessment numbers mean (range of "0" to "4" in the rubrics) and the complications associated with courses that **don't** intend to address outcomes at the highest level ("3" or "4"); therefore, it appears that a "1" or "2" **isn't** meeting the goal.

It was agreed that the Canvas-based assessment tool needs some improvement. Additionally the assessment of Student Signature Work/ePortfolio system to clarify assessment measures.

B. Workgroups: Membership & Charge

Assessment Workgroup

Charge: Finalize a GE Assessment Plan, which includes describing and explaining the key components that make up such a plan (i.e., the three levels of assessment, the five-year assessment cycle, and the structure of the assessment report). A formalized GE Assessment Plan will create the blueprint for a recurring cycle of GE-related professional development, submission of assessment data, analysis of assessment results, and identification of ways to improve.

- James Sage (Chair of workgroup)
- Josh Price
- John Belk
- Bill Heyborne

Goal for Nov. 2: Draft Assessment Plan

Curriculum Workgroup

Charge: Finalize policies related to managing GE curriculum, which includes the creation of course criteria for approval of new GE courses, systematic review of existing GE courses, and development of procedures for removing GE designation from courses that are either noncompliant or ineffective.

- Johnny MacLean (Chair of workgroup)
- Derek Hein
- Dave Lunt
- John Allred

Goal for Nov. 2: Draft Curricular Review Plan (New Approval, Review Existing, and Deletions).

- a) Update R470 and the shift to learning outcomes. What the mechanism will look like once this happens.

GE Resources

Charge: Assemble and disseminate materials to appropriate audiences related to General Education. This will include the development of a repository of GE-related materials for faculty regarding course expectations, assessment processes, and professional development opportunities.

- Todd Petersen (Chair of workgroup)
- John Meisner
- Cynthia Kimball-Davis
- Reko Hargrave
- Anne Diekema
- Adam Lambert

Goal for Nov. 2: Draft a "needs assessment."



General Education Committee (GEC)

Minutes: Monday, October 12, 2015, 4 pm

Sharwan Smith Center – Escalante Room

COMMITTEE CHARGE:

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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*

Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Reko Hargrave (Academic Advising), Derek Hein (Faculty Senate), Cynthia Kimball Davis (SGCS), Adam Lambert (CPVA), David Lunt (HSS), Johnny MacLean (COSE), John Meisner (COEHD), Todd Petersen (UC), Josh Price (SOB), James Sage (Assoc. Provost)

Absent: Christian Reiner (IR&A), Savannah Stover (SUUSA), John Taylor (Provost's Office), Bill Heyborne (COSE)

Acting Chair: Johnny MacLean

Approval of Minutes: 9/21/15 minutes were approved as read.

I. Announcements

- A. "What's An Educated Person?" Conference: October 22-23, 2015, Homestead Inn (Midway, UT) will be attended by James Sage, Johnny MacLean, Jessica Tvordi, Cynthia Kimball Davis, and Toni Sage
- B. AAC&U Conference: February 2016, New Orleans. Please contact John Taylor prior to October 31 if you are interested in attending.

II. Discussion/Action Items

Johnny MacLean gave a brief overview of the work completed by the GE Curriculum Management Workgroup. Draft criteria for New and Renewed GE Status was shared, as well as a draft curriculum renewal form. (These were posted in Canvas prior to the meeting.)

Todd Petersen provided some historical background about the previous efforts of the GEC to provide quality assurance and oversight. Discussion centered on 1) to what degree of detail the process should have, 2) to what level of oversight for which the committee is responsible, 3) when a course is reviewed, should materials be provided by a sample of instructors or every instructor, and 4) who is responsible for submitting materials.

Policy # 6.8.3 was consulted for clarification. Most applicable to this discussion was the Policy's Roles #1 and #3, which states:

- A. 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. The GEC recommends policy and procedures related to the design and administration of the general education program at SUU to the Provost, Deans' Council, and Faculty Senate. GEC members are expected to update their college/school curriculum committees regarding the work of the GEC.
- B. Provide oversight of the General Education courses offered at SUU which includes, but is not limited to: a. Reviewing proposals for new GE courses, changes in existing courses, or deletion of courses for the GE program of offerings. Proposals not approved by the GEC are returned to the College or School's respective curriculum committee for further action. Approved items are forwarded to the UUCC for action.

The full policy can be found at: <https://help.suu.edu/uploads/attachments/PP683General.pdf>

Suggestion were made to edit the proposed document. Changes will be distributed prior to the next meeting.

Fall 2015 Meeting Schedule

- Monday, Sept. 21 at 4:00-5:30 in AD 304H
- Monday, Oct. 12 at 4:00-5:30 in ST Escalante Room (144B E)
- Monday, Nov. 2 at 4:00-5:30 in AD 304H
- Monday, Nov. 30 at 4:00-5:30 in AD 304H
- Meetings of the subcommittee work groups to be determined by subcommittee members. Invite James Sage and/or John Taylor as necessary.



General Education Committee (GEC)

Minutes: Monday, November 30, 2015, 4 pm

Admin Building 304H

COMMITTEE CHARGE:

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**See SUU Policy 6.8.3 for additional details about the GE Committee*

Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Reko Hargrave (Academic Advising), Derek Hein (Faculty Senate), Cynthia Kimball Davis (SGCS), David Lunt (HSS), John Meisner (COEHD), Todd Petersen (UC), Josh Price (SOB), James Sage (Assoc. Provost), John Taylor (Provost's Office), Bill Heyborne (COSE), Adam Lambert (CPVA).

Absent: Christian Reiner (IR&A), Savannah Stover (SUUSA), Johnny MacLean (COSE).

The meeting was **called to order** by James Sage at 4:05 p.m.

Approval of Minutes: 11/2/15 minutes were approved as prepared.

III. Announcements

Feedback from Terri Day suggests that the entire NWCCU site visit was a success. Terri reported that the site visit team was very complimentary of the work that has been accomplished to support GE assessment over the last year. James Sage thanked John Taylor for his work on GE assessment and the incredible progress that has been made.

Spring 2016 GE Committee meetings will be Mondays, 4:00-5:30 pm on the following days: 2/1, 2/29, 3/21, 4/18, and 5/2.

James Sage is assuming the responsibility of chairing the GE Committee meeting, allowing John Taylor to dedicate more time to Jumpstart and related efforts.

John Taylor provided an update regarding GE Jumpstart. Two sections will be offered Fall 2016. Most of the faculty members have been selected for Fall 2016. John expects the full version of Jumpstart to serve roughly 10%-15% of the incoming class. John states that Mini-Jumpstarts (formerly known as FIGs) will serve a large percentage of students. Discussion ensued that it may be helpful for John to visit some departments to clarify various misconceptions of Jumpstart and Mini-Jumpstarts and to explore possibilities for combinations of 2 to 5 courses to integrate curriculum for Mini-Jumpstarts. James noted

that Mini-Jumpstarts do not necessarily have to be a first-year experience. For some disciplines, it might make more sense to offer them at the sophomore level and beyond.

It was also expressed that initiatives like Jumpstart and Mini-Jumpstart be assessed for effectiveness.

IV. Discussion/Action Items

GE Curriculum Management Workgroup

- Draft Criteria – *revision v3* (Canvas)
 - Introduction (page 1) - Approved with edits last on 11/2. Edits are still pending.
 - New GE Designation Approval Criteria and Process (page 2) – There was much discussion about this part of the document. Feedback will be provided to the GE Curriculum Management Workgroup. It was suggested that there should potentially be more congruence between the questions on the New GE Designation form and the GE Renewal form. Although, there are clearly questions that are specific to each. It was suggested that the form be tested for usability prior to being distributed across campus.

It was suggested, because the various parts of GE forms are being created and approved by the committee separately sometimes with many weeks between approvals, that the forms be presented to the committee once more as a package prior to moving onto the Dean's Council for approval. This will hopefully eliminate any unnecessary redundancy.

It was suggested that the draft be posted to a shared Google Drive folder for committee members to comment on, allowing workgroup members to integrate more suggestions from the entire committee.

- Existing GE Course Review Process (pages 2-3) – This form was not discussed in detail. One member of the committee suggested that one syllabus from a sample section of a course may not be representative of the other sections. It was suggested that a mechanism be put in place to allow GE Committee members to be able to scan Canvas to assess course syllabi.

The meeting was **adjourned at 5:40 pm**.



General Education Committee (GEC)

Minutes: Tuesday, February 16, 2016, 3 pm
Admin Building 304H

COMMITTEE CHARGE:

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**See SUU Policy 6.8.3 for additional details about the GE Committee*

Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Madalyn Swanson (Academic Advising), Derek Hein (Faculty Senate), Josh Price (SOB), James Sage (Assoc. Provost) [by phone], Bill Heyborne (COSE), Adam Lambert (CPVA), Christian Reiner (IR&A), Johnny MacLean (COSE).

Absent: Savannah Stover (SUUSA), Cynthia Kimball Davis (SGCS), David Lunt (HSS), John Meisner (COEHD), Todd Petersen (UC), John Taylor (Provost's Office)

This meeting was rescheduled due to the campus snow closure on 2/1/16.

The meeting was **called to order** by Johnny MacLean at 3:05 p.m.

Approval of Minutes: 11/30/15 minutes were approved as prepared.

Announcements

Spring semester GE Committee meetings are: February 1, February 29, March 21, April 18, and May 2. All meetings are from 4-5:30 pm and will be in AD 304H (same room as fall semester).

Madalyn Swanson is the new Academic Advisor representative on the GE committee. She is replacing Reko Hargrave who moved to Louisiana.

Discussion/Action Items

Johnny MacLean distributed the document "GE Curriculum Management – Criteria for new and Renewed GE Status." This document outlines the expectations, policies, and procedures and includes:

- Page 1: Executive Summary
- Page 2: Introduction
- Pages 2-3: New GE Designation Approval Criteria and Process
- Page 3: Existing GE Course Review Process
- Page 4: 3-Year Review Cycle
- Pages 5-7: GE Renewal Form (content only)

The document (as presented) had been updated since being posted in canvas based on feedback received from the Dean's Council and members of the GE Committee. Updates included editing the document to focus on knowledge area learning outcomes in addition to skills and content of ELOs.

It was noted that if approved, the document will go to the Dean's Council for review and feedback and material from pages 2-4 will be included in SUU Policy #6.8.3 as Appendix B, and brought to the GE Committee on February 29 for approval.

Motion to approve (Heyborne | Belk) the document as written with minor editorial changes for flexibility and language consistency. **(Vote: 7-0-0; approved)**

Knowledge Area Learning Outcomes were presented to the committee that are currently under review in the R470. SUU had significant influence in creating these learning outcomes. If approved by the state Board of Regents, these outcomes will be included in the summer 2016 catalog.

Adjourn 4:10 pm

Information Items:

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

Spring 2016 Meeting Schedule:

- Monday, February 1 from 4:00-5:30 in AD 304H
- Monday, February 29 from 4:00-5:30 in AD 304H
- Monday, March 21 from 4:00-5:30 in AD 304H
- Monday, April 18 from 4:00-5:30 in AD 304H
- Monday, May 2 from 4:00-5:30 in AD 304H
- Meetings of the subcommittee work groups to be determined by subcommittees.

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.

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.



General Education Committee (GEC)

Agenda: Monday, February 29, 2016, 4 pm
Admin Building 304H

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Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Madalyn Swanson (Academic Advising), Josh Price (SOB), James Sage (Assoc. Provost), Adam Lambert (CPVA), Christian Reiner (IR&A), Johnny MacLean, (COSE) Cynthia Kimball Davis (SGCS), David Lunt (HSS), John Meisner (COEHD).

Absent: Savannah Stover (SUUSA), John Taylor (Provost's Office), Derek Hein (Faculty Senate), Bill Heyborne (COSE), Open Position (UC),

The meeting was **called to order** by James Sage at 4:10 p.m.

Approval of Minutes: 2/16/16 minutes were approved as prepared.

Announcements

Remaining spring semester GE Committee meetings are: March 21, April 18, and May 2. All meetings are from 4-5:30 pm and will be in AD 304H.

On the basis of our successful Ad Hoc Report and site team campus visit, NWCCU has reaffirmed SUU's institutional accreditation until 2021. A GE update is expected at that time (2021).

Todd Petersen will be stepping down from the GE Committee due to new responsibilities in his office. James Sage will work with Patrick Clarke to identify a new representative from University College.

Discussion/Action Items

Knowledge Area Learning Outcomes (KALOs) will replace Knowledge Area Learning *Goals* in R470. Language has been drafted at the state level, which SUU provided input on in the past. GE members were presented additional language recommendations for the Fine Arts KALO at today's meeting.

Motion to approve (Price | MacLean) the KALO document with revisions to the Fine Arts category.
(Vote: by voice; approved unanimously)

Policy 6.8.3 Appendix B was approved at the last GE Committee (Feb 16) and was then taken to Dean's Council. Feedback from the Dean's Council encouraged softening the language of paragraph 4 regarding the balance between General Education goals and goals of the program when requiring general education courses for certain majors. Discussion ensued regarding the spirit and philosophy of paragraph 4. James Sage reported that through discussion with the Deans, they agreed to the later part of paragraph 4, having to do with counting required GE courses in the credit count for their major. This is the current practice in Degree Works; however, not in other materials such as the Catalog.

Josh Price raised concerns about the assignment of ELOs to the various knowledge areas. There was concern that natural alignment was not always present, that it may be hindering assessment, and eventually hinder the GE review process.

James Sage reminded the committee that when the distribution was decided upon, there was pressure from Northwest accreditors to begin some process of assessment, even if it was not a perfect process. Likewise, there were discussions and negotiations among the General Education Committee when the original ELO assignments were made. That being said, it is important to remember that the ELO assignments are a living document which can (and should) be modified with input from campus; however, compromise is likely necessary with a shared curriculum such as General Education. By its very nature, any program of study, including General Education, will impose some constraints (i.e., accountability) on the courses that are offered in different Knowledge Areas. The transition from absolutely no accountability (in terms of reporting assessment of student learning or in terms of conducting GE curriculum review) to any amount of accountability will prompt some people to feel like General Education is suddenly imposing constraints.

It was agreed that the matter of ELO distribution could be taken up at another time, as it did not change the spirit of Appendix B – which is largely about GE curriculum management. Committee members expressed the desire to discuss Appendix B with their constituents before voting on final language, so the matter (revisions to Appendix B) was postponed until the March 21 meeting.

Adjourn 5:45 pm



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Absent: Josh Price (SOB), Christian Reiner (IR&A), Savannah Stover (SUUSA)

V. Call to Order: 4:10 pm

VI. Approval of Minutes

A. **Motion to accept prior GE Committee meeting minutes from February 29, 2016 (MacLean | Lunt) approved unanimously.**

VII. Announcements

- A. Remaining spring semester GE Committee meetings are: April 18, and May 2. All meetings are from 4-5:30 pm and will be in AD 304H (same room as fall semester).
- B. From John Taylor:
- WICHE standards review: the Regents GE Task Force is requesting two additional representatives to review the WICHE standards (see: http://www.wiche.edu/passport/knowledge_skills). Dave Lunt agreed to serve in this capacity along with John Taylor and James Sage. SUU will provide feedback in terms of demonstrating the alignment between SUU's General Education requirements and the WICHE standards.
 - Update on R470: revisions to Regent Policy R470 are progressing through the approval stages; revisions are expected to reach the Chief Academic Officers (CAOs) soon for a possible approval in April or May; revisions will then be presented to the State Board of Regents for approval (probably in mid-July). Key changes include:
 - Knowledge Areas will be referred to as "Breadth Areas"
 - Knowledge Areas will be defined using "criteria" (very similar language compared to what SUU recently approved as "Knowledge Area Learning Outcomes")

VIII. Discussion/Action Items

A. **Action Item:** motion to approve Appendix B: Curriculum Management

- To set the context of this discussion, James provided an overview of recent GE Curriculum Management efforts and the discussion revolving around the final paragraph on the first page (addressing “credit counts” in majors that require specific GE courses). James noted that the GE Committee could keep, modify, or delete the final paragraph of the first page. What was important was to approve some version of Appendix B so that the GE Committee can fulfill the responsibilities outlined in university policy (i.e., to review the GE curriculum and be able to approve new GE courses).
- Vigorous discussion ensued, including the following topics/questions/responses:
 - Question: Regarding the “credit count” topic, are there any majors on campus that already comply with this proposed “credit count” requirement?
 - Answer: Yes, there are several majors that require specific GE courses and are already complying with this “truth in advertising” approach to credit counts. But there may be other majors on campus that are not currently counting GE courses that are required in the major (some of these are high-credit majors). Even in these cases, as students read over the Catalog entry, they are aware that specific GE courses are required to complete the major. And while those courses are included in the GE credit count, they are not included in the major credit count.
 - Question: What impact would such a change have?
 - Answer: Changing the approach to how we count the major credits would *not* impact DegreeWorks, but it *would* impact the Catalog (and then, only the total number of credits required for the major).
 - Question: What is the GE Committee’s view about the relationship between (i) the focus on GE courses (i.e., on skills and ELOs) and (ii) the focus of major courses (i.e., on disciplinary content).
 - Answer: We have not really addressed that question, but it seems like a really good question to discuss.
 - Answer: There does seem to be a significant trade-off when thinking about (i) and (ii) in the question above. For example, one committee member noted that courses that are “GE only” tend to focus more on transferable skills and ELOs rather than on disciplinary content. But for those GE courses that are also an introduction to the major or serve as a first course in a sequence of major requirements in a discipline, it appears that those courses are much more heavily focused on disciplinary content (and some discipline-specific skills) and therefore out of practical necessity these courses tend to focus less on the GE-related expectations and outcomes.
 - Response: in light of this example (which seemed to resonate with the GE Committee), the language of the paragraph was reviewed and the sentiment in the paragraph (the original and the revised) seems to reflect these same ideas.
 - Question: What is the scope of the GE Committee’s purview? If the GE Committee oversees GE curriculum, what role (if any) should the GE Committee have in how majors, major requirements, and credit counts in majors are displayed in the Catalog?
 - Answer: This, too, is an excellent question and generated considerable discussion. Should this come from UUCC? Should this come from the Provost? From Dean’s Council? Surely, the GE Committee can weigh in on this topic, to

support this course of action, to propose this course of action, but it's unclear if the GE Committee has the authority to make this determination on its own.

- Question: How do other USHE institutions count major requirements? Are the same majors at different USHE institutions including prescribed GE credits when reporting major credit counts? And if other USHE institutions are not counting GE credits in their majors, will that place SUU at a competitive disadvantage when recruiting students?
 - Answer: Great point. We will have to research that. James will confer with others (in admissions, at USHE, etc.) to learn more.
 - Answer: Even if other USHE institutions “hide” credits required for the major within the GE listing (rather than in the major listing), does it make it (ethically) right for SUU to do the same? This seems to be a clear case of “doing what’s right” (not doing what others are doing) and being honest with credit counts (“truth in advertising”). It should not matter what other USHE institutions are doing. The right thing to do is to display accurately the number of credits required to complete the major.
- Question: Is the GE Committee’s role: (a) to generate conversations among our colleagues in departments and programs and to encourage them to re-visit their major curriculum and how it relates to GE requirements, or (b) to generate conversation within the GE Committee only?
 - Answer: If (a) is our role, then we should keep the paragraph. But if (b) is our role, then the paragraph doesn’t serve any purpose.
 - Answer: Even without the paragraph, the GE Renewal “form” includes questions that will prompt conversation in departments. So, in some respects, the very process of reviewing GE curriculum will generate conversation.
- Question: How would this “credit count” practice impact Concurrent Enrollment offerings (which tend to be focused on GE courses) and the general way that we advertise/promote the university’s offerings within the high schools?
 - Answer: Great point. We would certainly need to think about how our outreach to high schools (teachers, advisers, parents, students, etc.) would be impacted by this change.
- Question: Given that general education requirements are (in their most basic form) GENERAL (i.e., not specific to a major), then is it possible to “justify” requiring a specific GE course for a major?
 - Answer: Yes, it is possible: the kind of thing that would justify including a GE course in a major requirement could be traced back to the role of the GE course in the major’s curriculum map. If the major can show that this specific GE course plays an integral role in the success of students in their major, then that is one scenario that would justify including GE courses in major requirements.
 - Response: But does it even make sense to have courses that have a “dual” identity? (Some call such courses “double dippers” because the count simultaneously as GE and in one or more majors.)
 - Response: Some campuses restrict this practice entirely. Currently, SUU allows double-dipping of courses.
- Question: Should we move toward eliminating double-dipping?

- Response: We could do this, but it would be rather disruptive. And the GE Committee hasn't really discussed this topic in a structured, formal manner.
- Response: One committee member asserted that courses occupying this dual role (double-dippers) could satisfy BOTH sets of expectations – the important part was to make sure that the department and the faculty teaching the course was aware of both kinds of expectations. This is where those “department conversations” would be valuable.

A series of “straw polls” were conducted to determine the overall views of the GE Committee on this matter: accept Appendix B with the original paragraph; accept Appendix B with the revised paragraph; accept Appendix B without the paragraph.

Motion to accept Appendix B: Curriculum Management with the “revised” paragraph was approved (MacLean | Kimball-Davis , 7-1-1)

Now that Appendix B has been approved, a set of implementation procedures will need to be developed. Recalling a point made earlier in the meeting, with the approval of Appendix B, this might be a good time to “re-activate” the GE workgroup focused on the development of “GE Resources” (information on website, FAQs, handouts, etc.) to clarify the GE renewal and approval process.

But before we can fully implement these procedures (which are aimed for Fall 2016), Appendix B (with the revised paragraph) will proceed to Dean’s Council, then to the President’s Council, then out for a 30-day campus review, then back to President’s Council, then to the Board of Trustees. (pew)

<< Note: at this point – about 5:35 pm, several GE Committee members had to leave; the following conversation took place with the remaining committee members >>

B. Next Steps: over the last several GE Committee meetings, two issues have become apparent:

1. **Moving forward with GE assessment planning** (this involves: (i) discussing the existing Canvas course-based ELO assessment process, (ii) developing another level of assessment using e-Portfolios and/or Signature Assignments, as well as (iii) developing an overall assessment “plan”).
2. **Clarifying the role of GE at SUU** (this involves: (i) the GE Mission, Vision, Values, (ii) the broad relationship between GE and the majors (including credit counts), and (iii) the focus of GE courses (somewhere on the spectrum between teaching transferrable skills and content).
 - Answers to these questions will inform GE curriculum management, GE assessment strategies, and the professional development (pedagogies) offered in support of GE.
 - Beyond engaging GE Committee members on these important topics (which is important), we may need to engage the broader campus in series of deliberate, structured conversations.

James asked the (remaining) GE Committee members whether one of these two “issues” is a higher priority. Another lively discussion ensued. Johnny noted the importance of engaging our colleagues from all across campus in an open and constructive conversation about these issues (possibly in a “town hall” format). James asked the group if at the next meeting (on April 18) the GE Committee wanted to experience a “town hall” format for themselves and suggested that the GE Committee could break into two smaller groups and each group would discuss each broad “issue” (above). Then, the two groups would come together and compare notes and discuss how to proceed. There was general consensus it would be valuable to plan a working meeting where a “town hall” format was used to explore these important issues facing the GE Committee.

IX. Adjourn: 5:50 pm (approximately)



General Education Committee (GEC)

Minutes: Monday, April 18, 2016, 4 pm

Sharwan Smith – Cedar Breaks Room

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 GE Committee*

Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Madalyn Swanson (Academic Advising), James Sage (Assoc. Provost), Adam Lambert (CPVA), Johnny MacLean, (COSE), Cynthia Kimball Davis (SGCS), David Lunt (HSS), John Taylor (Provost's Office), Derek Hein (Faculty Senate), Josh Price (SOB), Bill Heyborne (COSE), Leilani Nautu (UC), John Meisner (COEHD).

Absent: Christian Reiner (IR&A), Savannah Stover (SUUSA)

X. Call to Order: 4:07 p.m.

XI. Approval of Minutes

Proposed change to the wording of March 21, 2016 minutes to read: How ~~does the rest of~~ do other USHE institutions count major requirements?

XII. Announcements

- A. Remaining spring semester GE Committee meeting is: May 2 from 4-5:30 pm.
- B. Appendix B has been approved by the Dean's Council (April 11) and President's Council for consideration (April 18). It will now be shared with campus for a 30-day review period. It will return to PC for approval, and then on to the Board of Trustees for final approval (most likely June 24).
- C. From James Sage:
 - Required courses for majors CAN count as GE credit. There is a misconception floating around that this is not the case. Please correct this misconception should you run across it. Any required courses (GE or not) must be counted in the credit count for the major.
- D. From John Taylor:
 - Dave Lunt, James Sage, and John Taylor participated in a conference call with Teddi Safman (Utah System of Higher Education) to discuss alignment between SUU's General Education program and the WICHE (Western Interstate Commission of Higher Education) Passport. Teddi was pleased with the alignment. There were no concerns.
- E. GE workgroups for the 2016-17 academic year will be determined at the May 2 GE meeting.

- **Discussion/Action Items**

- **GE Curriculum Management Workgroup:** assuming favorable reception and final approval of the “Appendix B” document, the GE Curriculum Management workgroup is working on developing the detailed processes and procedures for (i) approving new GE courses, and (ii) renewing existing courses. The “sample renewal form” has been converted into a Google Form (survey) and a dedicated GE e-mail address has been created (gened@suu.edu) to receive copies of sample syllabi. Additional details need to be developed in preparation for Fall 2016. Anne D. suggested that using Survey Gizmo would allow an attachment at the end of the survey questions. This would ensure coupling of the survey response and the sample syllabus. James and Johnny will work with Anne to develop this.
- **GE Town Hall:** throughout the year, the GE Committee engaged in robust and sincere conversations about the overall mission, vision, and value of General Education at SUU. Due to the variety of perspectives among members of the GE Committee and colleagues across campus, committee members participated in a “town hall” structured conversation about the role of GE at SUU to determine if the exercise would be helpful to share campus-wide.

Members broke into small groups to explore various theoretical frameworks of GE and responded to conversation prompts to address the strengths and weaknesses of each. The committee then reconvened and discussed the usefulness of the exercise.

Generally, it was agreed the exercise was useful to help frame the conversation, provide context, and generate discussion. This exercise may be instrumental in helping the larger campus community come to a shared vision of what GE at SUU is or should be. If this exercise is shared more broadly, members thought that students should be involved as well.

- **Adjourn:** 5:35 p.m.



General Education Committee (GEC)

Minutes: Monday, May 2, 2016, 4 pm

Admin Building 304H

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 GE Committee*

Present: John Allred (Registrar), John Belk (HSS), Anne Diekema (LIB), Madalyn Swanson (Academic Advising), James Sage (Assoc. Provost), Adam Lambert (CPVA), Johnny MacLean, (COSE), Cynthia Kimball Davis (SGCS), David Lunt (HSS), Josh Price (SOB), Bill Heyborne (COSE), Leilani Nautu (UC), John Meisner (COEHD), Michael Ostrowsky (guest).

Absent: Christian Reiner (IR&A), Savannah Stover (SUUSA), John Taylor (Provost's Office), Derek Hein (Faculty Senate),

I. Call to Order: 4:05 pm

II. Approval of Minutes – April 18, 2016 meeting minutes approved as prepared.

III. Announcements

- A. GE Committee membership: David Lunt will be replaced by Michael Ostrowsky (HSS). Derek Hein (representing Faculty Senate), Bill Heyborne (COSE), and Johnny MacLean (COSE) are cycling off the committee. As per policy, James is working with Dean Eves, the Provost, and the President of Faculty Senate to identify replacements. A question was asked about the make-up of representation, especially concerning COSE. COSE representation is one member from Physical Science and one member from Natural Science.
- B. Appendix B has been shared with campus for a 30-day review period (ends May 18). It will return to President's Council for approval, and then on to the Board of Trustees for final approval (most likely June 24). Send feedback to James Sage by May 18.

IV. Discussion Items

A. GE Committee "Workgroups"

1. GE Curriculum Management Workgroup:

Michael Ostrowsky will join this group.

Assuming favorable reception and final approval of the "Appendix B" document, the GE Curriculum Management workgroup is working on developing the detailed processes and procedures for (i) approving new GE courses, and (ii) renewing existing courses. The draft "renewal form" has been created as a Google Form (survey), but we've learned that Survey

Gizmo (the university's official survey tool) can handle the survey questions *and attachments* (for sample syllabi). We will work with Anne D. to explore this further.

The purpose of the renewal process is to reflect on teaching and learning. It is NOT meant as a punitive process or to scale back courses.

2. **GE Assessment Workgroup:**

Leilani Nautu will replace Bill Heyborne.

Two key areas: (i) draft an overall assessment plan (aim for December 2016) and (ii) explore ways to develop an assessment approach related to student e-portfolios and/or signature assignments. Will require balancing a number of factors ("choice-points") that will guide our development efforts. These include:

- Burden of work: e-portfolios (students) vs. signature work (faculty/GE Committee)
- Sampling process: automated (via Canvas or portfolio tool) vs. manual collection
- Evaluation process: comprehensive vs. normed
- Reporting & closing the loop: broad and public vs. targeted
- Important note: we should always keep in mind (i) why we are collecting this information (compliance vs. continuous improvement), (ii) what we are trying to learn (what insights will this information provide), and (iii) how the results will be used to make improvements.
- Also: John Taylor and the Jumpstart faculty are exploring a student e-portfolio system that might provide a useful pilot for larger and more comprehensive efforts in GE.

It was recommended that the committee involve CETL in assessment training and to inform the campus community of when assessment will be required (i.e. by X date/week).

3. **GE Resources Workgroup:**

Madalyn Swanson will join this group.

Develops support resources for assessment and curriculum management (web resources, FAQs, collaborate with CETL, etc.); also, possibly engage the campus in discussions about the overall role, aim, and mission of GE at SUU.

- B. **GE Town Hall:** A [shared Google Doc](#) can be used to collect formal thoughts, ideas, suggestions, etc.

The exercise was received well. It was suggested that it is piloted in the summer with a small group (perhaps with incentives such as money toward a research account). The suggestion was made to do the exercise among each college or knowledge area, but there was much agreement that cross-college discussions might be more interesting.

One member suggested that the committee should know the purpose of the exercise—a dialogue or open-ended process for feedback, to influence change, or other. It was expressed that it is more of a visioning exercise.

It was expressed that there is some concern among some faculty about who owns GE courses. It is healthy to acknowledge that GE is going well, and that GE instructors are appreciated for their efforts.

It was recommended that additional training be available regarding the ELOs—perhaps a Canvas course that provides examples.

It was suggested that the committee look into how other USHE institutions structure their GE. The U of U has some upper division GE courses and Weber has some courses that meet the requirements of more than one Knowledge Area. Knowing the landscape of the state might be useful for an exercise with campus.

It was suggested that a survey might be useful to determine where faculty think SUU is with GE and where they think SUU should be.

V. **Adjourn:** 5:45 pm

Information Items:

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

Spring 2016 Meeting Schedule:

- Monday, May 2 from 4:00-5:30 in AD 304H
- Meetings of the subcommittee work groups to be determined by subcommittees.

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.

NWCCU Accreditation Standards Related to General Education and Assessment:

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

- C. The General Education components of SUU's baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes.
- D. 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):

- E. SUU has an effective, regular, and comprehensive system of assessment of student achievement of the GE Learning outcomes.
- F. SUU demonstrates that students who complete the GE program wherever offered and however delivered achieve the identified GE learning outcomes.
- G. 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):

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