**General Education Committee Agenda: 10/12/2023**

**Present:** Victor Piercey (Director of General Education), Michele Harvey (CET and Senate Liaison), Monica Frees (RSS), Rachel Foulk (CASE), David Scott (FLITE), Andrew Peterson (EIO), Kristin Oplinger (Non-Tenure Line), Mandy Seiferlein (Academic Affairs), Katie Kalata (COB), and Angela Ryan (Professional Advisors)

**Absent:** Rhonda Bishop (CHP)

11 am – 12 noon, Zoom

1. Approval of Agenda

   **Approved unanimously**

2. Introductions – new FNTFO representative


3. Announcements:

   - Update on advisory board
   - Oct. 26 meeting canceled

4. Consent Agenda
   - Minutes from 7 September 2023

     **Approved unanimously**

5. Proposals:
   - None

6. Discussions:

   - ENGL 150 and 250

     o Should we adopt the position that no course can substitute for ENGL 150 and 250?
     o What about COMM?


     **Thoughts:**

     **If they can be transferred from other institutions, why can't we do the same within our own institution (the same for COMM).**

     **In addition, should be based on learning outcomes covered and the identification of what constitutes as evidence.**

There are other areas where there are mission-critical skills that are taught by specialists (for example, reading) that aren't required and don't count.

The real question is whether we are being consistent with the learning outcomes.

Maybe what would be better would be a written proposal from the subcommittee that states:

- What is it that they would like Gen Ed to adopt?
- What is the rationale?
- Include some data regarding substitutes and proposals?
- Please describe briefly how ENGL 150 and 250 meet the gen ed outcomes. We would like to see whether we think other courses could potentially accomplish the same.

- Assessment and Outcome Alignment (Heather Pavletic)

  **Guest:** Heather Pavletic.

  We have two university-wide assessment questions. One regards a university-wide high-level proficiency scale. Gen ed has a proficiency scale – we use terms like "beginner" and "advanced" as opposed to "novice" or "master".

  Another has to do with how we collect data. How do we collect gen ed data? Individual instructor, course coordinator? Also, with the tool, we can drill down specific rubric items.

  We don't have any one consistent way to do any of these things – hard to make best practices recommendations without some level of consistency.

  In the assessment – we can link outcomes and roll things up and down. We can link gen ed outcomes to course outcomes, that way when assess course outcomes, we also assess gen ed outcomes simultaneously. Or we use the same item to simultaneously map to course, gen ed, and program outcomes.

  So the idea, as a way to facilitate gen ed assessment, would be to link course outcomes where appropriate to the gen ed outcomes. So we only do the assessment once for both course and gen ed outcomes. Can modify the gen ed rubrics for course outcomes too.

This would be much more efficient for faculty – only do the alignment once.

One question: does every activity that feeds a given course outcome also feed a gen ed outcome?

This would help with consistency. In some departments, have a designated coordinator or committee to perform assessment, but not all. Anything that would be easier to access and more manageable will be helpful – for individuals, coordinators, and committees. This would ease the workload.

To some degree, can "set it and forget it" – it will roll over from one term to another. So some workload up front, much less after – can focus energies on closing the loop and conversation.

Many found the previous process was impenetrable and led to frustration. We are going to have to start at a very basic level for many faculty – we can't take anything for granted that anything is understood (whether how to enter, or how to interpret). We are assessing all the time – it is the reporting that is the challenge. What is assessment supposed to look like? Where are the templates? Where do we put the data? How does this apply to minors and certificates? There is a lot of good-faith effort, but people get discouraged.

Note: HLC in some region just granted some universities the ability to pilot 90-credit degrees. Raises concerns about the meaning of higher ed and how it impacts our courses and what we tell students. Assessment data can help us do so.

**Next Meeting:** Thursday November 16, 2023, 11 am, Zoom